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ABSTRACT

The fifth in a series of biannual surveys of educational research in Norway is presented. It covers 190 projects conducted in 1979 and 1980. Projects are grouped and cross-referenced according to the facets and subfacets of the European Documentation and Information System for Education Thesaurus (EUDISED). Identification numbers are followed by project titles which, if not originally in English or French, are translated into one of these languages. EUDISED descriptors are given in English and French. For each entry, the following information is presented: an identification number, country of origin, designation of whether the project is ongoing or has been completed, name or names of researchers, project supervisors, sponsoring institutions, research institution, publications which resulted from the project, source of funding, and project description. The document concludes with an author index and subject indexes in English and French. (LP)

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SURVEY OF

EDUCATIONAL RESEARCH IN NORWAY 1979-1980

EDITED BY ROLF KRISTIANSEN

SØ 015 169

THE ROYAL MINISTRY OF CHURCH AND EDUCATION

THE SCHOOL DEPARTMENT

OSLO 1982

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I N T R O D U C T I O N

The present issue of Educational Research in Norway is the fifth in a serial of biannual surveys. From 45 projects described in the 1971-72 issue, this issue covers 190 projects. The project descriptions constitute the basis for inclusion in a European data-base. On-line access to this data-base is available at The European Space Agency (ESA), Frascati, Italy.

The researchers have given information on their projects, and the survey is produced from the data-base generated from this information. Computerization and production of the material for this issue have been done at the Teachers College for Commercial Education (SLHK), and the survey has been printed and bound in a training workshop for disabled persons.

As part of a co-production with the Council of Europe, the project descriptions appear with a lay-out similar to the EUDISED R & D Bulletin. (EUDISED: European Documentation and Information System for Education.)

The projects are grouped and given identification number according to the facets and subfacets of the EUDISED Thesaurus. The first three digits of the identification number are taken from the facet to which the project belongs (page 8 and 9). The number is followed by the title of the project which, if it is not in English or French, is translated into one of these languages.

In the next line the country is indicated by means of the ISO code (eg. NO for Norway); project status is indicated by O or C, where O stands for on-going and C for completed projects; the years given refer to the beginning and completion of the project. The numbers following refer to the subfacets of the Thesaurus.

In the following line the name(s) of the researcher(s) are given. (sup.) indicates the person(s) supervising the project. Inst. stands for the institute or organisation where the research is/was carried out, eventually followed by the name of the parent institution. Fin. indicates the source of finance if provided by a body other than the institution/organisation.

The subsequent lines contain EUDISED descriptors first in English and then in French, followed by the description of the project. The abstract indicates in particular the aims, the methods and, in the case of a completed project, the results. Finally, publications from the project are listed. For further demonstration, see page 7.

An index of names and a subject index giving first in English and then in French the identification numbers of projects, conclude the survey.

Further copies of Educational Research in Norway 1979-80 can be ordered from:

School department
The Royal Ministry of Church and Education
Boks 8119, Dep
N-OSLO 1

Those who are interested in particular projects are kindly requested to write the project leader at the address indicated.

Comments on the survey as a whole, the selection of projects, presentation, serious errors and ommitments should be addressed to the editor

Educational Research in Norway
Rolf Kristiansen
Postboks 79 Nordstrandhøgda
N-OSLO 11

Further information, subscription rates etc. concerning the EUDISED R & D Bulletin can be obtained from

NFER-Nelson Publishing Co. Ltd.
Darville House
2 Oxford Road East
GB-Windsor SL4 1DF

identification number → 1627801

title of the project → Hovedfagsstudium i skolerettet fysikk. (Postgraduate course in educational physics.)

ISO code NO for Norway

O for on-going and C for completed projects

year

NO o 1974- 16200 x 12500 x 12100 ← subfacets of the EUDISED Thesaurus

name(s) of the researcher(s) → Solheim, Asbjørn; Kolbenstvedt, Hans; Mork, Kjell; Stegavik, Kaare; Østgaard, Erlend; Harbo, Torstein; Evensen, Annbjørg Ulset; Kjøsnes, Nils;

person(s) supervising the project → Olsen, Haakon; (suo.) Johnsson, Anders; (suo.)

institute or organisation → Inst.: Fysisk institutt (Institute of Physics) and Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

parent institution → University of Trondheim

EUDISED descriptors → teacher education; science education; applied sciences; physical sciences; physics; secondary school; curriculum development;

formation des enseignants; education scientifique; sciences appliquees; sciences physiques; physique; ecole secondaire; elaboration de programmes d'etudes;

abstract → "Educational physics" is a study line intended for students who want to become teachers in secondary schools. The courses are created jointly by the departments of physics and education at the University of Trondheim. The candidates are examined and evaluated simultaneously by both of the departments, but the study as a whole is integrated within the activities of the department of physics. The department wants in this way to participate in curricular developments and teaching activities in Norwegian schools; e.g. new teaching projects will be proposed within the framework of this study line. Successful candidates are expected to be better prepared to handle critically new and changing educational demands in the schools.

In addition to their physics studies, the students have to make a thorough study of national or international projects, e.g. Nuffield, IPS, SCISP etc. These projects together with the educational training, provide the basis for the students in an independent way to transfer parts of the physics into a new educational situation.

publications → Publ.: Solheim, Asbjørn: Om skolerettet hovedfagsutdanning i fysikk ved Universitetet i Trondheim, Norges Lærerhøgskole. Den høgre skolen, 1975:14.

PRESENTATION OF PROJECTS ACCORDING TO THESAURUS STRUCTURE

10000 PUPIL. STUDENT RESEARCHER
10100 CHILD. ADULT
10200 STUDENT
10300 GIFTED. HANDICAPPED
10400 FOREIGNER. MIGRANT
10500 EMPLOYEE. WORKER

11000 EDUCATIONAL INSTITUTION
11100 SYSTEM OF EDUCATION
11200 PRE-SCHOOL EDUCATION. NURSERY SCHOOL
11300 PRIMARY EDUCATION. SECONDARY EDUCATION. HIGHER EDUCATION
11400 ADULT EDUCATION. LIFE-LONG EDUCATION. VOCATIONAL TRAINING
11500 RECREATION CENTRE. YOUTH ORGANIZATION
11600 MASS EDUCATION

12000 CURRICULUM
12100 CURRICULUM SUBJECT
12200 LITERACY. READING. WRITING
12300 LANGUAGE SCIENCES
12400 LITERATURE
12500 MATHEMATICS. SCIENCE EDUCATION
12600 SOCIAL SCIENCES. HISTORY. PHILOSOPHY
12700 ART. MUSIC. SPEECH
12800 PHYSICAL EDUCATION. HEALTH EDUCATION
12900 MEDICINE. ENGINEERING. AGRICULTURE. COMMERCE

13000 TEACHING METHOD
13100 TEACHING. TRAINING
13200 MICRO TEACHING. TEAM TEACHING
13300 DIRECTIVE. NON-DIRECTIVE. GROUP LEARNING
13400 CLASSWORK
13500 DISCUSSION. QUESTIONING
13600 RECREATION. TRAVEL

14000 TEACHING AIDS
14100 MASS MEDIA
14200 BOOK. PERIODICAL
14300 REALIA. MICROSCOPE. TOY
14400 AUDIOVISUAL AID
14500 RADIO. CINEMA. TELEVISION
14600 PROGRAMMED LEARNING
14700 EDUCATIONAL TECHNOLOGY

15000 STUDENTS' WORK
15100 STUDY METHOD
15200 INTELLECTUAL WORK. COMPULSORY WORK
15300 WORK ENVIRONMENT. HOURS OF WORK
15400 PRACTICAL WORK. TOPIC
15500 LEISURE

16000 TEACHING PROFESSION
16100 OCCUPATIONAL RESEARCH. PROFESSIONAL STATUS
16200 RECRUITMENT. QUALIFICATION. PERSONNEL MANAGEMENT
16300 WORKING CONDITIONS. TRADE UNIONISM

17000 PSYCHOLOGY OF EDUCATION
17100 PSYCHOLOGY OF EDUCATION
17200 CHILD DEVELOPMENT. LEARNING
17300 PERCEPTION. MOTION. INTELLECTUAL DEVELOPMENT
17400 ABILITY ACHIEVEMENT
17500 MOTIVATION
17600 PERSONALITY
17700 BEHAVIOUR
17800 GUIDANCE

18000 PHYSIOLOGY. HEALTH
18100 SEX. BIRTH. AGE
18200 GENETICS. GROWTH. SEXUALITY
18300 HUMAN BODY. FOOD. REST
18400 DISEASE. PHYSICAL HANDICAP
18500 DRUG ADDICTION
18600 HEALTH. THERAPY

19000 MANAGEMENT
19100 ORGANIZATION
19200 TIME-TABLE
19300 INTERNAL REGULATION
19400 ADMISSION. INTEGRATION. CLASS
19500 GRANT
19600 COURSE
19700 EXAMINATION. DEGREE

20000 PERSONNEL
20100 PERSONNEL. ADMINISTRATIVE PERSONNEL
20200 TEACHING PERSONNEL
20300 GUIDANCE OFFICER
20400 SCIENTIFIC PERSONNEL. CLERICAL PERSONNEL. HEALTH SERVICE PERSONNEL

21000 BUILDING
21100 ARCHITECTURE. CONSTRUCTION INDUSTRY
21200 CLASSROOM. LABORATORY. LIBRARY
21300 HEATING.LIGHTING

22000 EQUIPMENT
22100 FURNITURE. SUPPLIES
22200 ELECTRONIC EQUIPMENT. OFFICE EQUIPMENT. LABORATORY EQUIPMENT

23000 PUBLIC ADMINISTRATION. PLANNING
23100 PLANNING. POWER
23200 GOVERNMENT. LEGISLATION
23300 ADMINISTRATION OF EDUCATION
23400 CULTURAL POLICY. SOCIAL POLICY
23500 INTERNATIONAL RELATIONS

24000 ECONOMICS OF EDUCATION
24100 ECONOMICS OF EDUCATION
24200 ECONOMIC CONDITIONS
24300 COST. FINANCING

25000 SOCIOLOGY OF EDUCATION
25100 SOCIAL SYSTEM
25200 POPULATION. RURAL. URBAN
25300 WOMEN'S WORK.MARRIAGE. FAMILY
25400 STUDENT LIFE
25500 LABOUR MARKET. EMPLOYMENT
25600 DELINQUENCY
25700 SOCIAL SERVICE. YOUTH WELFARE

26000 PHILOSOPHY OF EDUCATION
26100 THEORY OF EDUCATION
26200 CULTURE. SOCIETY
26300 DEMOCRATIZATION. MONOPOLY OF EDUCATION
26400 IDEOLOGY. RELIGION. POLITICS

27000 EDUCATIONAL RESEARCH
27100 RESEARCH POLICY. MEETING
27200 THEORY. EPISTEMOLOGY
27300 METHODOLOGY

28000 DOCUMENTATION. INFORMATION
28100 INFORMATION SERVICE. INFORMATION PROCESSING
28200 INDEX. BIBLIOGRAPHY. REPROGRAPHY

29000 INTERNATIONAL ORGANIZATIONS

30000 COUNTRIES

PRESENTATION DES PROJETS D'APRES LA STRUCTURE DU THESAURUS

10000 ELEVE. ETUDIANT. CHERCHEUR
10100 ENFANT. ADULTE
10200 ETUDIANT
10300 DOUE. HANDICAPE
10400 ETRANGER. MIGRANT
10500 SALARIE. TRAVAILLEUR

11000 ETABLISSEMENT D'ENSEIGNEMENT
11100 SYSTEME D'ENSEIGNEMENT
11200 EDUCATION PRE-SCOLAIRE. ECOLE MATERNELLE
11300 ENSEIGNEMENT PRIMAIRE. ENSEIGNEMENT SECONDAIRE. ENSEIGNEMENT SUPERIEUR
11400 EDUCATION DES ADULTES. EDUCATION PERMANENTE. FORMATION PROFESSIONNELLE
11500 CENTRE DE LOISIR. ORGANISATION DE JEUNESSE
11600 EDUCATION DE MASSE

12000 PROGRAMME D'ETUDES
12100 MATIERE D'ENSEIGNEMENT
12200 ALPHABETISATION. LECTURE. ECRITURE
12300 SCIENCES DU LANGAGE
12400 LITTERATURE
12500 MATHEMATIQUES. EDUCATION SCIENTIFIQUE
12600 SCIENCE SOCIALES. HISTOIRE. PHILOSOPHIE
12700 ART. MUSIQUE. PAROLE
12800 EDUCATION PHYSIQUE. EDUCATION SANITAIRE
12900 MEDECINE. INGENIERIE. AGRICULTURE. COMMERCE

13000 METHODE PEDAGOGIQUE
13100 ENSEIGNEMENT. FORMATION
13200 MICROENSEIGNEMENT. ENSEIGNEMENT EN EQUIPE
13300 DIRECTIF. NON-DIRECTIF. PEDAGOGIE DE GROUPE
13400 TRAVAIL DE CLASSE
13500 DISCUSSION. TECHNIQUE D'INTERROGATION
13600 RECREATION. VOYAGE

14000 MOYENS D'ENSEIGNEMENT
14100 MOYENS D'INFORMATION
14200 LIVRE. PERIODIQUE
14300 OBJETS DE DEMONSTRATION. MICROSCOPE. JOUET
14400 MOYEN AUDIOVISUEL
14500 RADIO. CINEMA. TELEVISION
14600 ENSEIGNEMENT PROGRAMME
14700 TECHNOLOGIE DE L'EDUCATION

15000 TRAVAIL DES ELEVES
15100 METHODE DE TRAVAIL
15200 TRAVAIL INTELLECTUEL. TRAVAIL OBLIGATOIRE
15300 MILIEU DE TRAVAIL. HEURES DE TRAVAIL
15400 TRAVAUX PRATIQUES. SUJET D'EXERCICE
15500 LOISIR

16000 PROFESSION D'ENSEIGNANT
16100 RECHERCHE SUR LA PROFESSION. STATUT PROFESSIONNEL
16200 RECRUTEMENT. QUALIFICATION. GESTION DU PERSONNEL
16300 CONDITIONS DE TRAVAIL. SYNDICALISME

17000 PSYCHOLOGIE DE L'EDUCATION
17100 PSYCHOLOGIE DE L'EDUCATION
17200 DEVELOPPEMENT DE L'ENFANT. ACQUISITION DE CONNAISSANCES
17300 PERCEPTION. MOUVEMENT. DEVELOPPEMENT INTELLECTUEL
17400 CAPACITE. RENDEMENT
17500 MOTIVATION
17600 PERSONNALITE
17700 COMPORTEMENT
17800 ORIENTATION

18000 PHYSIOLOGIE. SANTE
18100 SEXE. NAISSANCE. AGE
18200 GENETIQUE. CROISSANCE. SEXUALITE
18300 CORPS HUMAIN. ALIMENT. REPOS
18400 MALADIE. HANDICAP PHYSIQUE
18500 TOXICOMANIE
18600 SANTE. THERAPIE

19000 GESTION
19100 ORGANISATION
19200 EMPLOI DU TEMPS
19300 REGLEMENT INTERIEUR
19400 ADMISSION. INTEGRATION. CLASSE
19500 ALLOCATION FINANCIERE
19600 COURS
19700 EXAMEN. DIPLOME

20000 PERSONNEL
20100 PERSONNEL. PERSONNEL ADMINISTRATIF
20200 CORPS ENSEIGNANT
20300 ORIENTEUR
20400 PERSONNEL SCIENTIFIQUE. PERSONNEL DE BUREAU. PERSONNEL MEDICAL

21000 BATIMENT
21000 ARCHITECTURE. INDUSTRIE DE LA CONSTRUCTION
21200 SALLE DE CLASSE. LABORATOIRE. BIBLIOTHEQUE
21300 CHAUFFAGE. ECLAIRAGE

22000 EQUIPEMENT
22100 MOBILIER. FOURNITURES
22200 EQUIPEMENT ELECTRONIQUE. EQUIPEMENT DE BUREAU. EQUIPEMENT DE LABORATOIRE

23000 ADMINISTRATION PUBLIQUE. PLANIFICATION
23100 PLANIFICATION. POUVOIR
23200 GOUVERNEMENT. LEGISLATION
23300 ADMINISTRATION DE L'ENSEIGNEMENT
23400 POLITIQUE CULTURELLE. POLITIQUE SOCIALE
23500 RELATIONS INTERNATIONALES

24000 ECONOMIE DE L'EDUCATION
24100 ECONOMIE DE L'EDUCATION
24200 CONDITIONS ECONOMIQUES
24300 COUT. FINANCEMENT

25000 SOCIOLOGIE DE L'EDUCATION
25100 SYSTEME SOCIAL
25200 POPULATION. RURAL. URBAIN
25300 TRAVAIL DES FEMMES. MARIAGE. FAMILLE
25400 VIE ETUDIANTE
25500 MARCHE DU TRAVAIL. EMPLOI
25600 DELIQUANCE
25700 SERVICE SOCIAL. AIDE A LA JEUNESSE

26000 PHILOSOPHIE DE L'EDUCATION
26100 THEORIE DE L'EDUCATION
26200 CULTURE. SOCIETE
26300 DEMOCRATISATION. MONOPOLE D'EDUCATION
26400 IDEOLOGIE. RELIGION. POLITIQUE

27000 RECHERCHE EDUCATIONNELLE
27100 POLITIQUE DE RECHERCHE. REUNION
27200 THEORIE. EPISTEMOLOGIE
27300 METHODOLOGIE

28000 DOCUMENTATION. INFORMATION
28100 SERVICE D'INFORMATION. TRAITEMENT DE L'INFORMATION
28200 INDEX. BIBLIOGRAPHIE. REPROGRAPHIE

29000 ORGANISATIONS INTERNATIONALES

30000 PAYS

1017901

Førskolebarn: Fjernsynsseing og virkelighetsoppfatning. (Preschool children: TV-viewing and perception of reality.)

NO c 1978-1980 10100 x 14500 x 11200

Fougner, Jorun; Ramvi, Øyvind; Søbstad, Frode;

Inst.: Barneverninstituttet Dronning Mauds Minne (Dronning Mauds Minne Preschool Teachers' College), Th. Owesensgt. 18, N-7000 Trondheim

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school child; nursery school; mass media; television; television programme; child rearing;

enfant d'age pre-scolaire; ecole maternelle; moyens de communication de masse; television; programme de television; puericulture;

The sample comprised 265 pre-school children, 4-7 years old, and their parents. 49 pre-school teachers and assistants in kindergartens were also participating.

The children were observed and interviewed, and parents, teachers and assistants answered questionnaires.

Publ.: Fougner, J., Ramvi, Ø. and Søbstad F.: Barn foran skjermen, Oslo: Aschehoug, 1980.

1017902

Barns situasjon i Oslo 1963-1980 belyst gjennom lek og lekemuligheter. (The situation of children in Oslo 1963-1980 seen from the aspect of play and possibilities of play.)

NO o 1980-1982 10100 x 13300 x 17200

Enerstvedt, Åse;

Inst.: Etno folkloristisk institutt (Institute of Folkloristic and Regional Ethnology), University of Bergen , N-5014 Bergen -U

Fin.: Ministry of Church and Education.

child; childhood; play; child development; ethnology; folk culture; cultural heritage; socialization;

enfant; enfance; jeu; developpement de l'enfant; ethnologie; culture populaire; heritage culturel; socialisation;

What does play mean to children in their total situation? What does it mean to their development and to the socialization process? How does age, sex, natural environment and seasons of

the year influence upon the children's activities? What are the children's own attitudes to these conditions?

The sample was about 1000 school-children in four different parts of Oslo in 1964. The same number of children were drawn from the same places in 1980. Some control groups in other parts of the town are drawn from other parts of the town in the period between 1964 and 1980.

Methods used were questionnaires at the schools and personal interviews with some of the children in school-yards, streets and play grounds.

The main result is a description of different types of games which led to a discovery of a certain type of "folk culture" among the children. They organize the time they spend together after rules which make it relevant to regard them as living in a special community - not secluded from - but in connection with the grown-up society they are born into.

1027901

Bakgrunn og prestasjoner til studenter ved Telemark distriktshøgskole. (Background and results of students at Telemark Regional College.)

NO c 1976-1979 10200 x 11300 x 17400

Ringstad, Vidar;

Inst.: Telemark distriktshøgskole (Telemark Regional College), N-3800 Bø i Telemark

Fin.: Ministry of Church and Education.

achievement; student; undergraduate; post-secondary education; admission requirements; selection criterion;

rendement; etudiant; etudiant non diplome; enseignement post-secondaire; conditions d'admission; critere de selection;

The project tried to find background factors of the students having a nificant (positive or negative) impact on their results.

Multiple regression on linear normal models were used on data from 787 students at Telemark Regional College.

The results suggest that factors given weight in the ranking of students in the admission-evaluation only partly can explain the results obtained. There is, however, a positive (partial) covariation between these factors, such as the results of previous education, practical experience, age etc.

Publ.: Ringstad, V.: Bakgrunn og prestasjonar til studentar ved Telemark distriktshøgskole. Skrifter no. 32, Telemark distriktshøgskole, Bø 1978, 79 p.

Ringstad, V.: Opptaksreglar og studieprestasjonar. Norsk Pedagogisk Tidsskrift, vol. 63,, 1979:7, pp. 259-263.

1037601

Kartlegging av organisasjonsmessige, pedagogiske og sosiale problemer i forbindelse med videregående opplæring av funksjonshemmede. (A social survey of organisational, educational and social problems connected with secondary schooling for the handicapped.)

NO o 1976- 10300 x 11300 x 23300

Skogen, Kjell;

Inst.: Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Church and Education.

secondary school; handicapped; deprived; equal opportunity; educational opportunity; reform of education; administration of education;integration; follow-up study; special education;

ecole secondaire; handicape; defavorise; egalite de chances; chances d'education; reforme de l'enseignement; administration de l'enseignement; integration; etude longitudinale; enseignement special;

Norway is at present introducing a reform along comprehensive lines in upper secondary education (age 16-19). The purpose of the reform is: to give students a variety of curriculum choices covering both academic and vocational courses : to establish a greater degree of equality of opportunities (geographic, social, economic); to improve educational opportunities for the whole population including physically and mentally disadvantaged.

Aims: To get relevant information to develop (a) educational options for the disadvantaged and (b) a more appropriate special-teacher training programme for teachers in the upper secondary schools.

Sample: Approximately 200 pupils who in 1976 left compulsory school (9 years) in "Møre og Romsdal" county (west coast of Norway) and who have been identified as in need of special education. Methods: This sample will be followed during a three-year period (e.g. student records; interviews with school staff, pupils and parents).

10

1037602

Opplæringsbehov for barn og ungdom med lærevansker. (Educational needs of students with learning difficulties.)

NO o 1975- 10300 x 11300

Hove, Asbjørn;

Inst.: Skolepsykologisk kontor (Centre for school psychology in Stavanger), Møllegt. 39, N-4000 STAVANGER

Fin.: Ministry of Church and Education.

educational need; special education; handicapped; attitude; curriculum; teaching programme; child; youth;

besoin d'education; enseignement special; handicape; attitude; programme d'etudes; programme d'enseignement; enfant; jeunesse;

The aims of the project are: to analyse the life situation of special class pupils some years after they have finished school in order to try to find out what kinds of special difficulty they have to face; to try to analyse their attitudes towards and opinions about the school organization and programme; to draw attention to possible implications for future planning in respect of special education.

Methods adopted comprise interviews with 80-100 former pupils of special classes in the secondary stage of the elementary school. Survey data are linked with other relevant information.

1037801

Integrering av funksjonshemma elevar i den vidaregåande skole. (Integration of handicapped pupils in vocational schools.)

NO c 1978-1980 10300 x 11400 x 19400

Tungland, Per;

Høien, Torleiv; (sup.)

Inst.: Stavanger pedagogiske høgskole (Stavanger College of Education), Telegrafdirektør Heftyesgt. 24, N-4001 Stavanger.

Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N- 4001 Stavanger

Fin.: Ministry of Church and Education.

special education; handicapped; integration; secondary school; upper secondary; vocational school; vocational training; reform of education; youth employment; access to education;

enseignement special; handicape; integration; ecole secondaire; secondaire deuxieme cycle; ecole professionnelle; formation professionnelle; reforme de l'enseignement; emploi des jeunes; acces a l'education;

The aim of the project was to get more information about how the educational reform works in practice and what problems the pupils meet when they try to get jobs after leaving school. The project was especially concerned with the integration of handicapped pupils and their opportunities on the employment market.

The sample comprised 260 integrated pupils and their teachers from two vocational schools. Data were collected by interview.

Pupils seemed to be positive in their evaluation of the secondary school. The Entrance Board was of main importance to the pupils' feeling of well-being. Among its duties, this Board selects pupils for certain groups, classes, courses and schools. The choice made here, often determines the future educational and occupational career of pupils. For this reason, the Board could have been strengthened with members from the school, and with experience from special education at this level.

On the other hand, the schools must be better prepared to take care of handicapped pupils. This concerns physical and architectural conditions, as well as teaching methods, grouping of pupils and teacher education.

Publ.: Tungland, P.: Integrering av funksjonshemma elevar i den vidaregåande skole, Rapport nr. S 2, Stavanger: Rogalandsforskning 1981, 63 p.

1037802

Ei kartlegging av verknaden av det ansvar ei rekkje offentlege instansar har for tiltak for funksjonshemma førskolebarn. (Study on the effect of the mutual responsibility of different public agencies for handicapped pre-school children.)

NO c 1978-1979 10300 x 11200 x 18600

Stølen, Anders;

Inst.: Skoledirektøren i Møre og Romsdal (Director of Education in the county of Møre og Romsdal), Fylkeshuset, N-6400 Molde.

Fin.: Ministry of Church and Education.

special education; exceptional; handicapped; integration; pre-school education; pre-school child; handicap; physical handicap; perceptual handicap; mental handicap; diagnosis; health service; school psychologist; parent responsibility;

enseignement special; atypique; handicape; integration; education pre-scolaire; enfant d'age pre-scolaire; handicap;

handicap physique; handicap sensoriel; handicap mental; diagnostic; service de sante; psychologue scolaire; responsabilite des parents;

There is a general impression that handicapped children are registered too late by the responsible authorities, that their parents are at a loss to know the function of the system intended to help them, and that there are certain difficulties concerning collaboration between the respective agencies.

the total number of 293 handicapped pre-school children in the county were studied. This sample comprised different kinds of handicaps: physical, deaf and hard of hearing, blind and weaksighted, mentally retarded, emotionally and socially handicapped and children with severe linguistic handicaps.

An analysis of a specified registration and diagnosis made by the respective authorities comprising each child in the sample was undertaken together with a registration of opinions expressed by the agencies concerned, regarding the function of the present system, collaboration problems and possible reforms.

Publ.: Stølen, A.: Tverretatleg samarbeid om tiltak for funksjonshemma førskolebarn, Molde: Skoledirektøren i Møre og Romsdal 1979, 221 p.

1037901

Behandlingsklientell i yrkesskolen. (On integration of disadvantaged youth in the vocational school system.)

NO c 1977-1980 10300 x 11300 x 25100

Mjelde, Liv; Hammer, Torild;

Lavik, Nils Johan; (sup.) Arntsen, Eystein; (sup.) Kokkersvold, Erling; (sup.) Robberstad, Svein; (sup.)

Inst.: Statens yrkespedagogiske høgskole (The National College of Vocational Teacher Education), Skedsmogt. 25, N-Oslo 6

Fin.: Ministry of Church and Education.

handicapped; socially handicapped; deprived; maladjusted; integration; upper secondary; vocational school; special education; socio-economic status; social status;

handicape; handicape social; defavorise; inadapte; integration; secondaire deuxieme cycle; ecole professionnelle; enseignement special; statut socio-economique; statut social;

During the last ten years disadvantaged youth have been offered a place in the vocational schools in Oslo - (later on it has become a rule throughout the whole secondary school system in Norway, the socalled two-percent-rule).

The group of pupils offered these places are youngsters who have had multiple problems, such as dropout problems in primary school, family problems, drug problems and other social problems. 50% had spent years in psychiatric wards.

The project is a follow-up of the students accepted into the special program in 1975-76, 1976-77 and 1977-78, primarily based on the survey method. 176 students comprised the whole group. It was a time-consuming and difficult group to locate, and 125 were found and interviewed twice. Semi-structured interviews were conducted by trained interviewers experienced in these kinds of problems. As background material entrance applications, school records and students' social and medical records were used.

The main results show that 70% of the group completed their course work and managed well. That means they were either employed or in an advanced educational situation at the time of the interviews. 77% of those who completed the training said they had enjoyed the vocational school experience, and 52% of of those who dropped out said the same.

The study group showed a greater degree of childhood difficulties than the rest of the vocational school population. The background data was complicated by the fact that 25% of the group claimed that they did not know what the father was doing or that the father was dead. 59% came from broken homes, caused either by death or by divorce. 30% did not grow up with their parents, but with relatives or in institutions.

The group came from the working class with a complicated social background. Compulsory school problems had been extensive. It was a group with broad experience in the social welfare apparatus, including psychiatric treatment and incarceration by the police.

When we compared respondents who entered school through the preventive system to those who entered through the psychiatric system, we found significant differences concerning completion of the school year.

Only 50% of the respondents from the psychiatric wards had completed their coursework. When we compared the two groups' background, we found no significant differences when it came to family background, but among the respondents from the psychiatric wards we did find that they had worse results from the compulsory school than the other youth. But it is reason to consider other factors than earlier school problems as important for whether persons from psychiatric wards manage the school problem or not. We are thinking of personal problems and the problem that hospitalization in itself implies on the clients.

Publ.: Mjelde, L. and Hammer, T.: Behandlingsklientell i yrkesskolen. En etterundersøkelse av 3 årskull elever tatt inn på sosial-medisinsk grunnlag ved Oslo Yrkesskoler, Sogn og Elvebakken. Helse- og sosialforskning. Oslo; Sosialdepartementet 1979.

14

1047601

En undersøkelse av forholdet mellom innvandrerbarns sosiale og utdanningsmessige situasjon. (A study of the relationship between the social and educational situation of immigrant children.)

NO c 1976-1980 10400 x 25100 x 23400

Opsand, Ole Petter;

Inst.: Institutt for samfunnsforskning (Institute for Social Research), Munthesgt. 31, N-Oslo 2. and

Norges kommunal og sosialskole (The Norwegian State School for Local Administration and Social Work), Ravnkollbakken 40, N-Oslo 9.

Fin.: Ministry of Church and Education.

immigrant; child; social policy; social system; social structure; social inequality; educational opportunity; equal opportunity; sociology of education; acculturation; socialization;

immigrant; enfant; politique sociale; systeme social; structure sociale; inegalite sociale; chances d'education; egalite de chances; sociologie de l'education; acculturation; socialisation;

The aims were: (1) To get a broad view of the social and educational situation of the different groups of immigrant children in Norway. (2) To get the opinion of persons and institutions involved, their definition of the situation, and to discuss the problems considered most crucial, and alternative problem-solving strategies. (3) To develop and pretest adequate methodological approaches and models necessary for applied research in this field.

Methods used were interviews of immigrant and Norwegian children, teachers and administrators, compositions supported by and linked with precollected data, statistics, etc.

Publ.: Opsand, O-P..: Research on the social and educational situation. Notes on a recently started project. Oslo: Institutt for samfunnsforskning 1976.

Opsand, O-P.: Bikulturasjon i et monoetnisk samfunn, Sosiologi i dag, 1977:2.

Opsand, O-P.: Om akkulturasjon, marginalitet og kulturspesifikk sosialisering. Konsekvenser for fremmedspråklige elever i norsk skole. Oslo: Institutt for samfunnsforskning 1977.

1127602

Barnehage i grisgrendte strøk. (Nursery school in sparsely populated areas.)

NO c 1976-1979 11200 x 23200 x 25200

Langset, Olga; Gjøsund, Per Eirik; Birkeland, Louise; Høiberg, Anne-Lise;

Inst.: Nesna pedagogiske høgskole (Nesna College of Education), N-8700 Nesna.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; rural area; local community; decentralization; transport;

education pre-scolaire; ecole maternelle; zone rurale; collectivite locale; decentralisation; transport;

The aim of the project was to develop pre-school services adapted to the specific conditions in sparsely populated areas, and to the needs of the child and its family.

A pre-school teacher visited four small pre-school groups in a sparsely populated coastal area once or twice a week. A mini-bus was used for transporting children and play (teaching) material. The effect of this activity was recorded by the teacher and the parents, who kept close and frequent informal contact.

Publ.: Langset, O., Gjøsund, P. and Høiberg, A.-L.: Barnehagen "RULLE" - et forsøk med barnehage i grisgrendte strøk. Nesna lærerskole 1979.

1127604

Førskoleprosjektet. Førskoleklassenes pedagogiske funksjon sett i relasjon til barnas utvikling i grunnskolen. (The pre-school project. The educational function of the pre-school classes in relation to the children's development in elementary school.)

NO o 1970- 11200 x 17200

Hagesæther, Gunhild;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of Schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N-Oslo 6 and Barneverninstituttet Dronning Mauds Minne (Dronning Mauds Minne Preschool Teachers' College), Th. Owesensgt. 18, N-7000 Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities. and Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of Schools in Oslo, Dept. of Ed. Research and

Innovation), Strømsv. 102, N-Oslo 6

pre-school education; nursery school; achievement; primary school; child development;

education pre-scolaire; ecole maternelle; rendement; ecole primaire; developpement de l'enfant;

The aim of the project is to analyze the educational function of the pre-school classes in relation to the children's development during the first two years of elementary school. Both the effect of participation in a pre-school class and consequences of the fact that participation is voluntary will be studied.

The experimental part of the project involves a pretest-posttest control group design with "blocking" - one of each matched pair randomly assigned to the experimental group, the other to the control group. In the ex post facto study the control group and the children for whom the parents did not apply for admission to the pre-school classes are compared.

The experimental part of the project involves about 100 children from two of the school districts in Oslo, and the ex post facto study about 100 children from the same districts. Data are obtained by means of tests, rating scales, interviews and questionnaires. Analysis in respect of the experiment involves hypothesis testing and correlation methods, and in respect of the ex post facto study correlation methods.

1127605

Gruppesammensetning og sosial akseptering. (Group composition and social acceptance.)

NO 0 1974- 11200 x 17200

Fløtre, Kjell-Erik;

Inst.: Barnevernsakademiet i Oslo (Academy of Early Childhood Education), Prof. Dahls gate 26, N-Oslo 2.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; child development; pre-school age; social interaction; social adjustment; age difference; peer group;

education pre-scolaire; developpement de l'enfant; age pre-scolaire; interaction sociale; adaptation sociale; difference d'age; groupe d'egaux;

Few reports on cross-age child-child interactions represent severe limits concerning our evaluation of the benefits of age-mixing in pre-school groups. The aim of the present project is to trace the impact of age-mixing within children's groups on the social interaction, social acceptance or

rejection of the individual child 3-7 years of age in Norwegian pre-school institutions.

The methods used are systematic observation in free-play sessions and structured interviews with children in homogeneous and heterogeneous groups.

Publ.: Fløtre, Kjell-Erik: Førskolebarn, sosial status og gruppetyper. Barnevernsakademiet, Oslo 1974. 14p. mim.

Fløtre, Kjell-Erik: Gruppesammensetning og sosial akseptering. Barnevernsakademiet, Oslo, 128p. mim.

Fløtre, Kjell-Erik: Gruppesammensetning og sosial akseptering i barnehagen. In: Om barnehageforskning. Forbruker- og administrasjonsdepartementet, Oslo, 1975. pp. 51-66.

Fløtre, Kjell-Erik: Sosial interaksjon. Konflikter blant barn i førskolegrupper. Barnevernsakademiet, Oslo, 1975. 24p. mim.

Fløtre, Kjell-Erik: Sociometric techniques. An adaptation to the preschool child. Barnevernsakademiet, Oslo, 1975. 24p. mim.

Fløtre, Kjell-Erik: Viten og antakelser om verdien av aldersblanding i barnegrupper. In: Små barn i gruppe. Norsk samband for småbarnoppfostring, Oslo, 1976.

Fløtre, Kjell-Erik: Små barn i gruppe. Norsk pedagogisk tidsskrift, vol. 60, 1976, p. 327-330.

Fløtre, Kjell-Erik: Dynamikk i søskengrupper. Barnevernsakademiet, Oslo, 1976. 37p. mim.

Fløtre, Kjell-Erik: Sosial interaksjon og modell-læring i søskengrupper. Barnevernsakademiet, Oslo, 1976. 36p. mim.

Fløtre, Kjell-Erik: Positiv sosial forsterkning. Et element ved sosial interaksjon i søskengrupper. Problemstillinger. Barnevernsakademiet, Oslo, 1977, 28p. mim.

Fløtre, Kjell-Erik: Søskengrupper: Aldersblanding i mange varianter. Norsk pedagogisk tidsskrift, vol.62, 1978, p. 96-99.

Fløtre, Kjell-Erik: Gruppesammensetning og førskolebarns sosiale adferd. Barnevernsakademiet, Oslo, 1978, 51p. mim.

Fløtre, Kjell-Erik: Peer acceptance and rejection in a mixed-age preschool group. Barnevernsakademiet, Oslo, 1978, 25p. mim.

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1127606

Nærmiljø barnehage prosjektet. (The local environment - pre-school project.)

NO c 1975-1979 11200 x 25100

Balke, Eva; Berg, Bjørn; Fagerli, Oddvar; Sandvik, Laila Somby; Ulriksen, Ole Johan;

Inst.: Hamar lærerskole (Hamar college of education), N-2300 Hamar.

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; nursery school; local community; cultural environment; family environment; value system; parent-school relation;

education pre-scolaire; ecole maternelle; collectivite locale; milieu culturel; milieu familial; systeme de valeurs; relation parents-ecole;

The aims of the project were to develop principles for a pre-school education which takes as its point of departure the basic experiences the child is getting in the home and in the local community, and to build upon and strengthen these experiences in harmony with the aims of pre-school education.

Design: The registration of differences between the culture of the pre-school and the home and the possible influences on the child and its activities. The development of new models for pre-schools where the cultural influences from the home and local community played a major part.

The sample comprised 120 children from about 40 different pre-schools. Methods used were questionnaires to the pre-school teachers and assistants, and questionnaires to and interviews with the parents. The children were observed and rated.

The local communities were studied, and pre-school equipment were registered.

Pre-schools in Norway were found to be very uniform in equipment and basic work methods, and only a little of its content had its origin in the local environment. Both the staff and the parents wanted more parental influence on the content of the pre-school, but the contact between parents and staff were rather limited. Cultural differences between pre-school content and local environment of the child were found to have some effect on the child's adjustment and well-beeing.

The final report consists of a summary of the main findings and a discussion of a set of principles in an education for

pre-school children in close contact and harmony with the local environment.

Publ.: Berg, B. : Barnehagen og nærmiljøet. Rapport nr. 1 fra Nærmiljø barnehage prosjektet, Hamar 1977.

Berg, B.: Om forskningsmetode og utvelging av barnehager og barn. Rapport nr. 2 fra Nærmiljø barnehage prosjektet, Hamar 1978.

Fagerli, O.: Personale i barnehager. Presentasjon og analyse av data fra personalet som var med i prosjektet. Rapport nr. 3 fra Nærmiljø barnehage prosjektet, Trondheim 1978.

Berg, B.: Foreldrene og nærmiljøet. En presentasjon og analyse av spørreskjema- og intervjudata fra foreldrene som var med i prosjektet. Rapport nr.4 fra Nærmiljø barnehage prosjektet, Hamar 1978.

Berg, B. and Fagerli, O.: Barnehagen og heimen. Kontakt - samabeid - kulturformidling. Analyse av svar fra personale og foreldre som var med i prosjektet. Rapport nr. 5 fra Nærmiljø barnehage prosjektet, Hamar 1978.

Ulriksen, O. J.: Barnehagen og lokalsamfunnet. En arbeidsmåte for å kartlegge et lokalmiljø. Rapport nr. 6 fra Nærmiljø barnehage prosjektet. Nesna 1979.

Balke, E.: Om barn i barnehage. En analyse av kulturpåvirkning i barns nære miljø. Rapport nr. 7 fra Nærmiljø barnehage prosjektet, Oslo 1978.

Bruskeland, M. and Fagerli, O.: Registrering av omgivelser, utstyr og aktiviteter. Rapport nr. 8 fra Nærmiljø barnehage prosjektet, Trondheim 1978.

Sandvik, L. S. and Keskitalo, J. H.: Barnehager i samiske områder. Rapport nr. 9 fra Nærmiljø barnehage prosjektet, Karasjok 1978.

Balke, E., Berg, B. and Fagerli, O.: Barnehage - heim - lokalsamfunn. Rapport nr. 10 fra Nærmiljø barnehage prosjektet. Oslo: Forbruker- og administrasjonsdepartementet 1979.

1127801

Voksen-barn kommunikasjon i førskolen. (Adult-child communication in pre-school.)

NO c 1977-80 11200 x 16300 x 17600

Vislie, Lise; Reithaug, Tone; Mikkelsen, Egil;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

Fin.: The Norwegian Research Council for Science and the Humanities.

pre-school education; nursery school; conversation; interaction; verbal interaction; communication; teacher-pupil relation;

education pre-scolaire; ecole maternelle; conversation; interaction; interaction verbale; communication; relation maitre-eleve;

Referring to the theories of Vygotsky, Luria, Mead and Piaget, the aim of the project was to study the role of the adult for the use of language among 5-7 years old children. For this purpose two separate studies were undertaken: (1) The language used by adults and children whenthey had had to solve a problem together only by way of using spoken language, was analysed in terms of egocentric-decentric expressions. (2) From a pedagogical point of view the "theories" of the teachers concerning adult-child communication are important. In a small follow-up study the teachers' ratings and evaluations of adult-child dialogues were examined.

Children in pre-schools in Oslo, age group 5-7, and their teachers and assistants comprised the first sample. A separate sample of pre-school teachers were selected for the second study.

Methods used were field experiments, observations, tape recordings, analyses of all verbal expressions and analyses of ratings.

The results from the problem-solving game experiment were that the game was first tried out on a number of pre-school children playing the game in pairs, but they were not able to solve the problem within a reasonable time limit. About two thirds of their verbal expressions were categorised as egocentric. For adults and children together decentric expressions dominated the interaction (about 75% were decentric expressions). For children only (when playing with adults) about 70% of the verbal expressions were decentric. The adult group consisted of pre-school teachers and assistants (50% of each group). Among the teachers' expressions about 15% were found to be egocentric, for the assistants egocentric expressions amounted to about 25%. The game had two positions, one position having somewhat more control over the game than the other. The game was played twice by each pair so that children and adults could alternatively hold the position of control. When the children were in position of control, the number of decentric expressions was at its highest for both children and adults.

In the study of the teachers' ratings and evaluations of adult-child dialogues, the teachers could easily place the dialogue in categories ("good" - "not so good" etc.), but had some difficulties in stating reasons for a particular placement, e.g. in making evaluations. Further analyses indicated a tendency among the teachers to give "ability-explanations" (e.g. a good dialogue is good because

the child is good at speaking, has good concepts etc., while a bad dialogue is so because the adult speaks badly), i.e., dialogues were conceptualized in terms of individual cognitive formulations. There was also a tendency among the teachers to make reference to the social climate and atmosphere when evaluating the dialogues. Some, but very few, made reference specifically to the langauge used in the dialogues when evaluating them. About 16% of all evaluating utterances of the teachers referred to language use. Conceptual terms basic to communication theory were almost lacking.

Publ.: Ridar (Reithaug), T.: Voksen-barn i kommunikasjon. Oppgaveløsning, språk og desentrering. Pedagogisk forskningsinstitutt, Universitetet i Oslo, 1978, 164p.

Vislie, L. and Reithaug, T.: Språk og samhandling. En studie i voksen - barn kommunikasjon. Pedagogisk forskningsinstitutt, Universitetet i Oslo 1980, 150p.

1127802

Arbeid for barn. (Work for children.)

NO o 1977- 11200 x 25500

Linge, Per Eldar; Wille, Hans Petter;

Inst.: Halden lærerskole (Halden College of Education), N-1750 HALDEN

Fin.: Ministry of Consumer Affairs and Government Administration.

pre-school education; pre-school child; nursery school; basic education; labour; manual work; play; teacher-pupil relation; work experience;

education pre-scolaire; enfant d'age pre-scolaire; ecole maternelle; education de base; travail; travail manuel; jeu; relation maitre-eleve; experience du travail;

Children's lack of experience, both of their own and of adults' work, is a general trend of our society. This affects children's learning and play activities. The project is concerned with the role of the kindergarten in this connection, and aims to develop kindergarten programmes that give children the experience of work.

For the field experience we are in close contact with four kindergartens in Halden and nearby towns, in frequent contact with the kindergartens in the county of Østfold and in an occasional contact with other kindergartens in Norway and the other Scandinavian countries.

Our methods are characterized by cooperation between students in teacher education (kindergarten teachers) and the personnel in the four kindergartens for the development of activity programmes. There is open discussion with personnel, parents

and other groups related to the kindergarten in order to develop an effective and clearly understood theory for the development work.

The project has started an independent and dynamic development in the four kindergartens, at present focusing strongly on the role of the adults, and thus more and more contrasting what we may call a traditional kindergarten programme. There is also a new tendency to introduce work-like activities into the kindergartens of the region. Our efforts to make theoretical explanations have lead us to a challenging turning point, starting from human activities as an entrance to the pedagogical field, stressing the interrelatedness of activities and a cultural perspective.

Publ.: Linge, Per & Wille, Hans Petter: Arbeid for barn - et studiehefte om barnehagens innhold, Halden lærerskole, 1978, 93p.

1127803

Barn med behov for særskilt hjelp og støtte i barnehage. (Children in need of special help and care in kindergarten.)

NO c 1977-1980 11200 x 10300 x 23300

Vedeler, Liv; Horn, Erna; Lindbom, Guri;

Inst.: Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Consumer Affairs and Government Administration.

educational need; special education; exceptional; handicapped; integration; pre-school education; pre-school child; nursery school; in-service training; guidance; further education of teachers; hearing defect; mental retardation; deviant behaviour;

besoin d'education; enseignement special; atypique; handicape; integration; education pre-scolaire; enfant d'age pre-scolaire; ecole maternelle; formation en cours d'emploi; orientation; perfectionnement des enseignants; trouble de l'ouie; retard intellectuel; comportement deviant;

The project was divided into two parts. The first part was an analysis of the kindergartens in Oslo in order to find: how many handicapped children are integrated, what kinds of handicaps and problems are identified, what are the teachers' experiences with integration and what else is needed in terms of guidance, in-service training, facilities of different kinds etc. The second part was a development project in cooperation with kindergarten personnel and parents in order to develop and implement educational strategies and practices suitable and sensitive to the varied and complex needs of both handicapped and non-handicapped children.

The methods used were (1) survey with questionnaire to all kindergartens in Oslo (N=252), (2) interviews with personnel in a stratified sample of kindergartens (N=26), (3) interviews in a stratified sample of parents of handicapped pre-school children (N=20), and (4) observation methods and tests (pretest - posttest design) on a sample of eight integrated kindergartens, supplemented with information from an inventory. The children in the kindergarten were suffering from hearing defects, behaviour deviations, mental retardation and speech and language problems.

8% of the kindergarten children had diagnosed disabilities. In addition the teachers in the pre-schools recorded that 11% had behavioural difficulties, mental divergencies, language problems or other handicaps which are difficult to define, but which required just as much attention and special help as the children with a diagnosed handicap.

Most of the children in need of special help had speech and language disorders or emotional disorders or behavioural deviations. Few children had only one handicap. Usually there was a combination of handicaps. Often language disorders were connected with emotional problems and behavioural deviations or vice versa.

Publ.: Vedeler, L.: Organisering av hjelpetilbud i de Skandinaviske land. Delrapport 1 fra prosjekt: Barn med behov for særskilt hjelp og støtte i barnehagen. Bærum: Statens spesiallærerhøgskole 1978.

Vedeler, L.: Integrering i barnehagen. Delrapport 2 fra prosjekt: Barn med behov for særskilt hjelp og støtte i barnehagen. Bærum: Statens spesiallærerhøgskole 1979.

Lindbom, G.: Sosiale og medisinske tjenester for funksjonshemmede førskolebarn sett fra foreldresiden - intensjoner og virkelighet. Bærum: Statens spesiallærerhøgskole 1979.

Vedeler, L.: Barnehagens samarbeid med veiledningstjenesten, foreldrene og skolen. Delrapport 3 fra prosjekt: Barn med behov for særskilt hjelp og støtte i barnehagen. Bærum: Statens spesiallærerhøgskole 1980.

1127901

Voksen-barn kommunikasjon: Samspill, språk og lekemiljø. (Adult-child communication: Communication, language and play context.)

NO o 1979-1981 11200 x 12700 x 25100

Vislie, Lise; Reithaug, Tone;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

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University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities.

pre-school education; nursery school; conversation; interaction; verbal interaction; communication; teacher-pupil relation; spoken language; language skill; play; role playing; social interaction;

education pre-scolaire; ecole maternelle; conversation; interaction; interaction verbale; communication; relation maitre-eleve; langage parle; aptitude linguistique; jeu; jeu de role; interaction sociale;

Pre-schools - particularly pre-school teachers - can be regarded as organizers of play. The material conditions of pre-schools, the way they are structured and organized will to some extent decide the types of play activities the children is engaged in and also decide the quality of the children's experience from play. Previous research have demonstrated some of the effects involved here. Theories of communication also indicate the importance of context on language use. The project will systematically study how children's activities, forms of play and the quality of social interaction and communication among the children in pre-school are regulated by material context.

The sample is groups of 5-7 years old children from 10 pre-schools from different areas of Oslo.

Publ.: Andersen, Johansen, Lahn and Ressem: Rolleleik i barnehagen - samfunnsmessige betingelser og pedagogiske konsekvenser. Gruppeoppgave - hovedfag i sosialpedagogikk, Universitetet i Oslo, 1980.

Johansen, J.: Rolleleik i barnehagen - behandling av empirisk materiale. Hovedoppgave i sosialpedagogikk, Universitetet i Oslo, 1980.

Bjørn, Johansen, Lahn and Ressem: Rolleleik i barnehagen. En skisse av førskolebarnas kulturelle utvikling. In: Kvinne viser vei. Festskrift til Eva Nordland. Oslo: Aschehoug 1981. ISBN 82 03 12309 0

1137601

Alternativ opplæring - Arbeidserfaring som del av skolens valgfagtilbud. (Alternative education - Work experience as an "optional subject" for the pupils in 9th form.)

NO c 1976-1979 11300 x 25500 x 11400

Fuglestad, Otto Laurits; Høien, Torleiv; Lindal, Olav; Bakke, Reidar; Manger, Terje; Aanestad, Johs;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4000 Stavanger.

Fin.: Ministry of Church and Education.

lower secondary; transition from school to work; option; part-time work; local community; school environment; adjustment; social adjustment; youth employment; initial employment; in-service training; work experience; pre-vocational training; practice period; practical work; dropout;

secondaire premier cycle; passage a la vie active; matiere a option; travail a temps partiel; collectivite locale; milieu scolaire; adaptation; adaptation sociale; emploi des jeunes; premier emploi; formation en cours d'emploi; experience du travail; initiation a la profession; stage pratique; travaux pratiques; abandon d'etudes;

In Norway work-experience has been offered as a part-time (or even full-time) option for pupils with low motivation for the ordinary programme of the comprehensive school. By amendment of the legislation in 1975 work-experience may be offered as an optional subject to all pupils . The aim of the project was to study the consequences of this new legislation on the local educational system. This meant describing the conditions for alternative education in the local communities, especially in connection with various sorts of local working life, evaluation of experiences at local level, and consequences for the future development of the system.

Methods used were questionnaires and personal interviews with a sample of pupils and representatives from schools, school administration and employers in all municipalities in the county of Rogaland together with some municipalities from the rest of Norway.

Reactions from the various participants were mainly positive, and there was a clear tendency to give this type of educational options higher priority in the school administration both locally and in the Ministry.

The work has for most of the pupils been a meaningful learning situation. The social and practical training given was a valuable asset to the ordinary teaching at school.

The practical training was isolated from the more theoretically oriented education at school. Possible benefits from an integration of theory and practice has not been used.

There may be the risk that this new possibility is functioning as a "safety valve" for pupils' dissatisfaction with school. Possible dropouts were overrepresented in the material.

A broadening of the definition of education to include and give equal weight to practical experience should lead to the conclusion that all pupils should be given the opportunity, and that a period of practical work should be regarded as a compulsory subject or activity.

Publ.: Fuglestad, O. L.: Reaksjoner i arbeidslivet på alternativ opplæring. Resultat fra en intervjuundersøkelse i

26

Sandnes. Rogalandsforskning, Rapport nr. 3, 1976.

Fuglestad, O. L.: Arbeidslivet som skole. Utviklingen av alternativ opplæring i Sandnes kommune, i pedaogisk og skolepolitisk perspektiv. Rogalandsforskning, Rapport nr. 4, 1976.

Arbeidsmiljøet som pedagogisk ressurs. Rapport fra konferanse 29. april 1976 i tilknytning til prosjektet "Alternativ opplæring". Rogalandsforskning, Notat nr. 1, 1976.

Berger, W., Dalland, O. and Gundersen, Aa.: Alternativ opplæring - kriseløsning eller forandring? Et skoleforsøk sett i forhold til aktuell pedagogisk debatt. Rogalandsforskning, rapport nr. 2, 1977.

Aanestad, J.: Time-modellen. Samarbeid skule - arbeidsliv. 10 års røynsle. Rogalandsforskning, Notat nr. 4, 1977.

Manger, T.: Arbeidssituasjonen som læringssituasjon. Alternativ opplæring i Sandnes kommune sett frå ein læringssynsstad. Rogalandsforskning, Rapport nr. 1, 1978.

Arbeidslivserfaring for elever i grunnskolen. Rogalandsforskning 1979.

1137604

"Ikke-søkere" og frafallsundersøkelse i de videregående skoler i Oslo kommune. (Statistical survey of pupils who for some reason do not attend or drop out from upper secondary school in the Oslo area.)

NO c 1974-1979 11300 x 17700 x 25500

Rødland, Olav L.;

Inst.: Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsareid (Superintendent of schools in Oslo, Department of Educational Research and Innovation), Strømsveien 102, N-Oslo 6.

Fin.: Municipality of Oslo.

secondary school; dropout; leaving school; occupational choice; occupational mobility; youth employment; access to education; educational opportunity; transition from school to work;

ecole secondaire; abandon d'etudes; fin de scolarite; choix d'une profession; mobilite professionnelle; emploi des jeunes; acces a l'education; chances d'education; passage a la vie active;

The aims of the project were: (a) to give statistical reports on vocational choice following primary schools; (b) to give statistical information on the frequency with which pupils change the type of school they attend; (c) to analyse the

reasons why they did not continue their formal education as planned; (d) to give statistical information on their work or school situation after changing plans.

Data for (a), (b) and (d) were obtained by means of surveys, and for (c) by means of interviews (sample of 200 cases picked out on the basis of certain criteria according to a questionnaire).

There has only been slight differences in dropout rates from 1974. The main reasons behind dropout was lack of motivation, tired of school, heavy work load at school and incorrect placement. In addition, unsatisfactory counselling, lack of information and conflicts with teachers seemed to be interesting variables.

The percentage of pupils who were non-applicants to secondary education has dropped to 6.6%. This very low percentage has at least two reasons. First, the increase in the number of secondary schools and classes has given better opportunities for education. A second reason was that problems in youth employment has lead to a situation where career choice is restricted and entering a secondary school is in some sense a delay of occupational choice.

Publ.: Rødland, O. L.: Videregående skole - for alle?. Rapport nr. 36, Skolesjefen i Oslo 1979.

1137611

Undervisning i fengsel. (Education in prison.)

NO c 1975-1980 11300 x 25600 x 25100

Skaalvik, Einar M.; Stenby, Hans;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education. and Ministry of Legal Affairs.

special education; correctional education; prison; prisoner; youth; delinquent; attitude; socialization; rehabilitation; vocational training;

enseignement special; education surveillee; prison; prisonnier; jeunesse; delinquant; attitude; socialisation; readaptation; formation professionnelle;

The aims of this project were: to investigate inmates' motivation and attitudes towards education in prison; to investigate effects of school in prison on attitudes, on learning subjects, on rehabilitation, on the environment, on the staff's roles and functions; to investigate principal difficulties in teaching in prison; to try out new practical

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training courses.

The sample comprised all the inmates in Trondheim kretsfengsel who entered the prison school from August 1976 to December 1977. In addition there is a random sample of other inmates.

The methods used were repeated interviews, questionnaires, observation and tests on the samples of inmates. Teachers, officers in the prison and employers were also interviewed.

The inmates had little self-confidence and their attitudes towards school were mainly negative. The motivation was very pragmatic, tied to the possibilities found on the employment market.

Attitudes changed during the school period, giving better self-confidence and increased motivation for further education.

Conflicts between educational aims and methods on the one hand and regulations and rules in prison on the other, often created hindrances and frustration.

The period in school seemed to be of little value after the release. The main reason was that the school did not play any role in the preparation for life outside prison. Cooperation between the prison and other institutions did not function, and several of the students in prison were released unemployed and without educational opportunities.

The isolation of the school in prison must be broken, possibly by better integration of education and work in prison. A possible solution may also be to locate the school outside the prison, using it as a training situation for the period after release.

Publ.: Skaalvik, E. M.: Undervisning i fengsel i USA. Norsk Pedagogisk Tidsskrift, 1979:5, 173-190.

Skaalvik, E. M. and Stenby, H.: Skole i Trondheim kretsfengsel. Samarbeid mellom yrkesskolen og det mekaniske verkstedet om opplæring. Trondheim 1979.

Skaalvik, E. M.: Skole bak murene. Oppsummering av resultater. Trondheim 1979, 50p.

Skaalvik, E. M. and Stenby, H.: Undervisning i fengsel. Hovedrapport. Trondheim 1980, 450 p.

1137801

Nyordnet barneskole (A new way to organize and give priority to the teaching of beginners).

NO o 1977-1982 11300 x 12700 x 25200

Børresen, Mette Heiberg; Skranes, Sigrun Berit; Parr, Linda Rundquist;

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Inst.: Pedagogisk senter (Teachers' centre), Skovveien 9, N-Oslo 2

Fin.: Municipality of Oslo.

primary school; pupil; experimental class; resource allocation; school-community relation; team teaching; craft; creative activities; art activity; music and movement; music; urban environment; beginning learning;

ecole primaire; eleve; classe experimentale; affectation des ressources; relation ecole-collectivite; enseignement en equipe; artisanat; activites creatrices; activite artistique; rythmique; musique; milieu urbaine; enseignement initial;

The aim is to organize the teaching of beginners to maximize their contact with adults and to emphasize practically orientated activities and the fine arts. The underlying premises can be summarized as the child's need for: (1) security, contact and acceptance, (2) experiencing, learning and creating, (3) togetherness, (4) being useful, (5) a school that recognizes the problems of living in a big city.

The sample comprises 6 elementary schools and 2 schools for mentally or physically handicapped children, all of them in Oslo.

Methods used are channelling teaching resources from higher levels to the first grade to give opportunities for team teaching and work in small groups, and the development of meaningful educational situations involving home and school, practically orientated activities, contact between generations, activities which stimulate class unity such as drama and eurythmy (basic movement), art and music, and contact with schools for the handicapped to make better use of their resources.

On the basis of the schools own evaluation of the project, we can conclude that it has had a positive effect on the learning environment. Contact with schools for the handicapped has been limited to visits from a specially trained teacher in the participating classes. This has been successful, but other planned areas of cooperation have not been explored.

As of school year 1981-82, this innovational work no longer has the status of a development project and no longer receives outside support. The schools continue their development on the same principles, and elements of integrated day are a follow-up at some of the schools.

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1137803

Studieavbruddsprosjektet. (A study of dropouts from engineering education.)

NO o 1976- 11300 x 12900 x 17700

Høglund, Liv; Listhaug, Ola;

Inst.: Institutt for industriell miljøforskning (The Institute for Industrial and Social Research), N-7034 NTH, Trondheim.

University of Trondheim

Fin.: The Norwegian Institute of Technology.

post-secondary education; higher education; engineering; technical education; dropout; students' work;

enseignement post-secondaire; enseignement superieur; ingenierie; enseignement technique; abandon d'etudes; travail des eleves;

The purpose of the project is to study dropout from engineering education, and to see this phenomenon in relation to different aspects of the work situation of the students at the Institute of Technology. A further aim is that the results may constitute a basis for changing the educational design and decrease the amount of dropouts.

Mailed questionnaires are sent to a sample of students who have not fulfilled their engineering education.

1137901

Studieavbrot i den vidaregående skolen i Møre og Romsdal 1977-78 og 1978-79. (The dropout problem in secondary schools in the county of Møre and Romsdal 1977-78 and 1978-79.)

NO c 1978-1980 11300 x 17700

Solheim, Peder Magne;

Inst.: Fylkesskolesjefen i Møre og Romsdal (Superintendent of secondary schools in the county of Møre and Romsdal), Fylkeshuset, N-6400 Molde.

Fin.: Ministry of Church and Education.

secondary school; dropout; lack of interest; motivation; leaving school; adjustment; maladjustment;

ecole secondaire; abandon d'etudes; manque d'interet; motivation; fin de scolarite; adaptation; inadaptation;

The aim of the project was to present the problems of dropout among pupils in secondary schools, concerning number and causes during the school-years 1977-78 and 1978-79 in the

county of Møre and Romsdal.

Mailed questionnaires were used, giving a response rate of 70%.

Lack of motivation, academical failure and problems of adjustment are the main causes behind the problem.

Publ.: Solheim, P. M.: Studieavbrot i den vidaregåande skolen i Møre og Romsdal 1977-78 og 1978-79. Molde: Fylkesskolesjefen 1980, 159 p.

1137902

Desentralisering og rekruttering. Rekruttering til videregående skoler i kystkommuner 1974-1979. (Decentralization and recruitment. The recruitment to upper secondary schools in coast districts 1974-1979.)

NO o 1980-1983 11300 x 25200 x 16200

Stifjeld, Kjell-Ole;

Inst.: Institutt for sosiologi og samfunnskunnskap (Institute of Sociology and Social Sciences), Håkon Magnussonsgt. 1B, N-7000 Trondheim

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities.

secondary school; upper secondary; access to education; educational opportunity; equal opportunity; admission; choice of studies; recruitment; educational policy; decentralization; rural area; geographic location; school distribution;

ecole secondaire; secondaire deuxieme cycle; acces a l'education; chances d'education; egalite de chances; admission; recrutement; politique de l'education; decentralisation; zone rurale; localisation geographique; carte scolaire;

The project aims to study connections between decentralization of upper secondary schools to the coast districts and the recruitment to these schools. The background is the strong expansion of secondary schools in the last decade, where an important aim for the counties' planning have been decentralization of secondary schools in the outlying districts.

The recruitment will be studied in 26 districts in the counties of Møre and Romsdal, Sør-Trøndelag, Nord-Trøndelag and Nordland. A comparison in recruitment will be made with basis in two final classes in the lower secondary school 1974-1979.

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A supplying questionnaire was sent to the final classes 1981.

Data is collected from school-records, grant-records, educational data from The Central Bureau of Statistics., and by questionnaires and interviews.

1137903

Utdannings- og yrkesplaner. (Plans for education and occupation.)

NO o 1979- 11300 x 16200 x 17800

Eeg-Henriksen, Fride;

Larsen, Knut Arild; (sup)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Navf

Fin.: Ministry of Church and Education.

recruitment; post-secondary education; higher education; secondary school; choice of studies; occupational choice; planning of education; socio-economic status;

recrutement; enseignement post-secondaire; enseignement superieur; ecole secondaire; choix des etudes; choix d'une profession; planification de l'education; statut socio-economique;

At the Institute for Studies in Higher Education there have formerly been carried out several projects about recruitment to higher education. In the present analysis we try to get a better knowledge of the plans for education and jobs that students from secondary schools have, what factors the students cite as important to their decision, and how these factors vary with social and other background.

The sample comprises 2800 students from upper secondary schools.

1137904

Opptaksregler og rekruttering til høyere utdanning. (Conditions of entrance and enrolment in higher education.)

NO o 1980-1983 11300 x 19400 x 25100

Tamsfoss, Steinar;

Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Church and Education.

selection; recruitment; access to education; admission requirements; educational opportunity; higher education; socio-economic status; choice of studies;

selection; recrutement; acces a l'education; conditions d'admission; chances d'education; enseignement superieur; statut socio-economique; choix des etudes;

Entrance to most higher education in Norway is restricted. Entrance conditions have been changed during the years. Aiming at a greater variety in social background of the graduates, vocational training is given more credit vs. secondary education at entrance. The project will be concerned with the actual consequences of entrance conditions as compared to the intended ones.

Three different educations will be studied by simulation and empirical analysis. The sources of data are application forms and questionnaires to all applicants.

1137905

Kvinner og høyere teknisk utdanning. (Women and technology education at university level.)

NO o 1980-1982 11300 x 11600 x 18100

Kvande, Elin;

Veium, Knut; (sup.) Listhaug, Ola; (sup.)

Inst.: Norges Tekniske Høgskole (The Norwegian Institute of Technology), N-7034 NTH, Trondheim

University of Trondheim

Fin.: Norwegian Institute of Technology

higher education; technical education; technology; sex difference; woman; women's education; women's employment; women's profession; occupational aspiration; students' work; choice of studies; motivation for studies; recruitment; adjustment; achievement;

enseignement superieur; enseignement technique; technologie; difference de sexe; femme; education des femmes; emploi des femmes; profession feminine; aspirations professionnelles; travail des eleves; choix des etudes; motivation pour les

etudes; recrutement; adaptation; rendement;

The percentage of female students at the Norwegian Institute of Technology has always been low and today it is still only 14%. The main aim is to suggest how to increase the number of female students. This is considered especially important today when technological education plays an increasingly important role in the general development of society. The main issues can be summarized as follows: (1) To find out the main reasons why women choose to stydy at the Norwegian Institute of Technology . (2) To investigate if there are any differences between men and women concerning progression and grades. (3) To study what effects the male-dominated system at the Norwegian Institute of Technology has on the female students' adjustment and achievement during the period of study. (4) Their plans for the future as concerns type of occupation, combination of work and family life etc.

The methods used include a more qualitative approach with interviewing of students from different departments of the Norwegian Institute of Technology and arranging group discussions between students from different departments. The results from these studies are used in the development of qustionnaires to be sent to a representative sample of students.

1137906

Høgre utdanning i Nord-Rogaland. (Higher education in Northern Rogaland (Norway).)

NO c 1980 11300 x 23300 x 11400

Rommetvedt, Kilmar; Trosdahl, Svein;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: The Regional Board for Higher Education in Rogaland.

higher education; demand for education; educational need; further training; adult education;

enseignement superieur; demande d'education; besoin d'education; formation complementaire; education des adultes;

The aim of the study was to register employees with higher education within firms in the northern region of the county of Rogaland. In accordance with this aim a survey of the need for further education at higher level in the region was also done.

A questionnaire was answered by 1564 respondents from all kinds of employers and firms in the region.

Information on the number of employees with higher education in the various firms is collected. This information is related to the institutions of higher education they have attended and their main subjects. Needs for further education and possible

solutions are recommended.

Publ.: Rommetvedt, H. and Trosdahl, S.: Personer med høgre utdanning i Nord-Rogaland og Sveio. Arbeidsnotat no. 81:1, Stavanger: Rogalandsforskning 1981.

1137907

Alternativ yrkesretta høgre utdanning i Telemark. (An alternative educational model on college level in the county of Telemark, where studies are combined with daily work.)

NO o 1980- 11300 x 23300 x 11400

Nordskog, Halvor;

Inst.: Telemark distriktshøgskole (Telemark Regional College), N-3800 Bø i Telemark

post-secondary education; vocational education; further training; educational need; demand for education; adult education;

enseignement post-secondaire; enseignement professionnel; formation complementaire; besoin d'education; demande d'education; education des adultes;

"Lifelong learning" and "recurrent education" are both terms often used in educational discussions. In spite of this a model of education, where practical experience is directly integrated in the study has to a very little extent been used in higher education and at university level in Norway.

The sample comprises employees with personal experience from economic life who are offered the possibility to prove their skill and knowledge, picked up during years of experience.

Two occupational groups will be given an offer of a two years educational program at Telemark Regional College 1981-83. These groups are (a) administrators in health and social service, and (b) persons occupied in public administration and management.

The project is not yet started, but has been planned for about one year. According to this plan, the first students will come to the college in autumn 1981. Evaluation of the project will be dome in cooperation with The Norwegian Institute of Adult Education.

Publ.: Plan for forsøk med alternativ yrkesretta høgre utdanning i Telemark 1981-83. Bø: Telemark distriktshøgskole 1981, 42 p.

1137908

Creating a new university. The establishment and development of the University of Tromsø

NO c 1979-1981 11300 x 25200 x 23300

Bie, Karen Nossum;

Cerych, Ladislav; (sup) Vangsnes, Sigmund; (sup)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1 , in cooperation with Institute of Education, The European Cultural Foundation, Universite de Paris IX - Dauphine, Place du Marechal de Lattre de Tassigny, 75116 Paris.

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: The Norwegian Research Council for Science and the Humanities.

higher education; interdisciplinary approach; reform of education; community; school-community relation; regional planning; administrative structure;

enseignement superieur; interdisciplinarite; reforme de l'enseignement; collectivite; relation ecole-collectivite; planification regionale; structure administrative;

Different higher education institutions established in various European countries in the 1960's and 1970's constituted radical departures from established patterns. The international project conducted by the European Cultural Foundation aims to determine the different aspects of the implementation process which have affected the degreee of success or failure of a proposed reform. The University of Tromsø established in 1968 in Northern Norway is the Norwegian contribution to the new generation of universities. It should be regionally relevant and try new ways in administrative research and teaching.

An implementation analysis based on: (1) goals for the University of Tromsø (2) present manifestations and results (3) different factors that have influenced the results has been undertaken.

The University of Tromsø has not attracted enough students. The great majority of its students comes from Northern Norway and a large proportion works in Northern Norway six months after graduation, thus fulfilling an important objective for the University. With respect to objectives signifying radical departures from existing universities - democratic system of management, interdisciplinarity - there are indications that Tromsø is approaching the more traditional university model.

Publ.: Bie, K. B.: Creating a new university. Oslo: NAVF 1981, 169 p.

1147606

Undervisningsteknologi og frigjørende pedagogikk i arbeidslivet. (Educational technology and liberating education in industry; Theory and practice in a training programme for instructors.)

NO c 1976-1979 11400 x 12900 x 16200

Rossevik, Arne;

Haugen, Per E.; (sup)

Inst.: Statens teknologiske institutt (National Institute of Technology), Akersveien 24 C - Dep, N-Oslo 1.

Fin.: National institute of technology

curriculum; vocational training; industrial education; industrial training; in-service training; trainer; training; teacher education; training method;

programme d'etudes; formation professionnelle; enseignement industriel; formation industrielle; formation en cours d'emploi; formateur; formation; formation des enseignants; methode de formation;

The aim of the project was to establish a more formalized pedagogical education for training personnel working in small-sized units in the private and public sector. Hereby considering a necessary minimum of technological structuring of the program and taking as a point of departure the actual job situations of the participants.

The sample comprised thirty employees from different branches of industry. A common trait was that they all had received increased or new responsibility for education and training within their firms.

The study was part of development work at the National institute of technology. Three pilot courses were completed. An educational program consisting of 90 class hours has been elaborated and is offered by the Institute.

Publ.: Rossevik, A.: Undervisningsteknologi og frigjørende pedagogikk i arbeidslivet. Oslo: STI 1979. ISBN 82-567-0044-0.

1147608

Voksenopplæring for hvem? (Adult education for whom?)

NO o 1972- 11400 x 25100

Finstad, Nils; Hansen, Hilmar;

Inst.: Nordland distriktshøgskole (Nordland Regional College), N-8000 Bodø.

Fin.: Ministry of Church and Education.

adult education; recruitment; motivation; dropout; socio-economic status; change of residence; local community; working conditions; sociology of education;

education des adultes; recrutement; motivation; abandon d'etudes; statut socio-economique; changement de residence; collectivite locale; conditions de travail; sociologie de l'education;

The three main aims of the study are (1) to describe the recruitment of students to adult education, and the variation in recruitment among different population groups. (2) To describe the dropout process among students in adult education. (3) To analyze the factors which influence both the recruitment process and the dropout process. Factors such as social background, education, work situation, mobility, type of local community, the substance of the course and other course characteristics are studied.

3.600 students following in their spare time adult education at "Arbeidernes opplysningsforbund" (Workers educational association) have returned adequately completed questionnaires. The sample is drawn from different geographical areas in Norway.

Publ.: Finstad, Nils and Hansen, Hilmar: Voksenopplæring for hvem? Oslo: Tiden Norsk Forlag, 1976. 214 p. + app.

1147801

Vurdering av yrkesutdanning. (Evaluation of vocational education.)

NO c 1978-1979 11400 x 16100

Vassnes, Eivind;

Inst.: Bleiker videregående skole (Bleiker secondary school), Brages vei 1, N-1370 Asker

Fin.: Ministry of Church and Education.

secondary education; vocational school; vocational training; profession; occupational aspiration; occupational choice; socio-economic status; rural area; migration; worker; occupational mobility;

enseignement secondaire; ecole professionnelle; formation professionnelle; profession; aspirations professionnelles; choix d'une profession; statut socio-economique; zone rurale; migration; travailleur; mobilite professionnelle;

The purpose of this bilateral study has been:
(a) to describe the function and place vocational education has in present-day society, and
(b) to establish criteria for its evaluation.

The aims of the study were also to detect and describe factors influencing the vocational and educational career of students from vocational schools.

The sample comprised five vocational schools from different parts of the country, totalling 670 students.

Background data from vocational school and lower secondary school (marks, parents' socio-economic status etc.) was collected, together with surveys and interviews with the students.

Based on the experiences and attitudes of previous pupils, the results from this study can roughly be described as follows:
(1) Their evaluation of vocational education was very positive.
(2) Concerning occupational careers, the geographical mobility was extensive, over 30% of the pupils from rural areas left their home districts after completing their vocational training.
Status circulation was very low, the majority remained skilled workers. Mobility between different branches and occupations was extremely high. Only 30% remained in the occupation they were educated for after nine years.

Concerning further education, approximately 60% participated in some or other form of education or training, mainly to secure their positions rather than to gain higher educational status. Very few took any further education at university level.

Geographical differences vary much, further education programmes in schools were more desirable in rural than in urban areas.

The evaluation of a school system should include an analysis of the educational and vocational careers of previous pupils. The type of evaluation which has been carried out in this study seems to represent a suitable method , but it should be combined with a survey of the attitudes of teachers and pupils when they attended the vocational school.

1147802

Arbeidserfaring og opplæringsformer i kjemisk prosessindustri og metall- industri. (Work experience and training in chemical process-industry and metalindustry.)

NO o 1977- 11400 x 16200 x 12900

Berge, Aase;

Inst.: Arbeidspsykologisk institutt - Arbeidsforskningsinstituttene (Work research institutes), Box 8149 Dep, N-OSLO 1, and
Oppland distriktshøgskole (Oppland Regional College), Box 193, N-2601 lillehammer.

Fin.: Ministry of Church and Education.

vocational training; industrial education; industrial training; recruitment; job requirement; level of qualification; manpower need; work experience; in-service training; training method; technological change;

formation professionnelle; enseignement industriel; formation industrielle; recrutement; qualification requise pour l'emploi; niveau de qualification; besoin de main d'oeuvre; experience du travail; formation en cours d'emploi; methode de formation; changement technologique;

Reforms and expansion in Norwegian secondary education have changed the structural relations between education and training of youth for employment in different industrial branches. The project is designed to analyse the existing forms of training, qualification demands and structure in two industrial branches, with respect to technological changes and in what ways workers in different ages, with different educational and vocational experiences are affected by these changes. The project is carried out in contact with trade unions and branch organisations.

In the first stage of the project, 8-9 different factories in each branch, with different production, technological level and geographical location, have been visited. The second stage aims at a more intensive study of selected groups o of workers in different jobs, age groups etc. Three different factories in metal industries are selected, and one large factory in chemical process-industry, which is in the process of technological changes.

Information and data on each factory, such as level of technical production, qualification demands, training practices and needs, have been gathered by personal visits and interviews with people at different levels, even production workers. Personal interviews, questionnaires, group interviews and discussions, will be used in the intensive study.

The preliminary results from stage one indicate the main variations with respect to the variables mentioned. The structure of qualifications as a result og these factors in relation to local labour market, appears to be highly dependent on the firms way of handling these questions, including training and opportunities for learning for the employees. Some interesting tendencies of higher qualifications, de-(lowering) and re-qualification for some groups, also for craftsmen and trained personnel, are found, and some which have consequences for recruitment and training practices in the future.

1147803

Yrkesrettet utdanning. (The education of social workers in Norway: Organizing an educational programme in relation to practical work situations and tasks.)

NO o 1978- 11400 x 25700

Lund, Finn Bjørnar;

Inst.: Nordland distriktshøgskole (Nordland regional college), N-8000 Bodø.

Fin.: Ministry of Church and Education.

vocational education; vocational training; social worker; social service; educational need; curriculum development;

enseignement professionnel; formation professionnelle; travailleur social; service social; elaboration de programmes d'etudes; besoin d'education;

The background of the project is the development of social worker education in Norway, together with the newly established regional college in Bodø. The main problem is formulated: Can working conditions, task content and structure (present state and future ideals) give ideas as to how one could organize the educational programme. Theory and method is inspired from socio-technical studies.

The sample comprises social service in small communities in the northern part of Norway. Methods used are interviews and social workers' self-observation on using their time.

Implementation of results from the empirical part of the project will take place in the years to come.

Publ.: Lund, F. B.: Bakgrunnsnotat for prosjektet Yrkesrettet utdanning. Om organisering av utdanning i forhold til praktiske arbeidsoppgaver. Notat, Bodø: NDH 1977.

Lund, F. B.: Nye utfordringer for sosionomutdanninga. Sosionomen, 1978:14.

Lund, B. F.: Sosionomutdanninga passer ikke små-kommunene. Sosionomen, 1979:20.

Lund, B. F.: Yrkesrettet grunnutdanning. Om utdanning av sosialarbeidere for små kommuner. Teoretisk bakgrunn. Del I. Rapport 4, 1980, Bodø: Samfunnsvitenskapelig fagseksjon NDH.

Lund, B. F.: Yrkesrettet grunnutdanning. Sosialarebidere i småkommuner. Empirisk del. Rapport 5, 1980. Bodø: Samfunnsvitenskapelig fagseksjon NDH.

Forslag til ny studieplan for sosionomutdanninga. Bodø: NDH 1981.

1147804

Samordning av teori og praksis i studieretning for handels- og kontorfag. (Integration of theoretical and practical teaching in secondary schools of trade and office.)

NO o 1977- 11400 x 11300 x 12900

Talhaug, Thomas;

Inst.:Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid (Superintendent of schools in Oslo, Department of educational research and innovation), Strømsveien 102, N-Oslo 6.

Fin.: Municipality of Oslo.

secondary education; vocational education; upper secondary; commercial education; curriculum development; integrated curriculum; textbook;

enseignement secondaire; enseignement professionnel; secondaire deuxieme cycle; enseignement commercial; elaboration de programmes d'etudes; programme d'etudes integre; manuel d'enseignement;

The aim of the project is to produce textbooks and teaching aids, helping the teacher to differentiate his teaching. This development is necessary, due to reforms and educational innovation in secondary education in Norway. The work is based upon an evaluation of existing textbooks.

A questionnaire is developed and distributed among 21 teachers and 500 pupils to collect data on textbooks used in secondary schools of trade and commerce.

1147805

Utarbeiding og utprøving av modellplan for fagopplæring på arbeidsplassen. (Development and testing of an educational programme for training on the job.)

NO o 1976- 11400 x 25500 x 12100

Løkenhagen, Øivind Martin;

Haugen, Per E.;(sup)

Inst.: Statens teknologiske institutt (National Institute of Technology), Akersveien 24 C - Dep, N-Oslo 1.

Fin.: Ministry of Church and Education.

vocational education; vocational training; youth unemployment; in-service training; sandwich course; training programme;

enseignement professionnel; formation professionnelle; chomage des jeunes; formation en cours d'emploi; formation en

alternance; programme de formation;

There is an increasing tendency towards unemployment among young people. Many of them do not get or want further theoretical or vocational training in educational institutions. This project attempts to reach some of these young people by means of on the job training, and to give them a complete vocational training in the course of three years. At the same time the educational programme will be evaluated.

24 young people were offered elementary training as garage hands at different garages in the Oslo-region. The training is mainly given through practical work on the job, but a short introductory, theoretical course was given at the National Institute of Technology.

More or less structured interviews and questionnaires are used towards participants, teachers and employers to evaluate the curriculum. The collected data will be analysed logically and not by any specific statistical analysis.

The project can best be characterized as a pilot project. At this preliminary stage no detailed results can be reported. However, until now all experiences support the overall impression that the curriculum and the educational programme are well suited for this type of vocational training.

1147806

Voksenopplæring ved distriktshøgskolene. (Adult education at the regional colleges.)

NO c 1978-1980 11400 x 11300

Kjøde, Jacob jr.;

Inst: Møre og Romsdal distriktshøgskole (Møre and Romsdal Regional College), Box 188, N-6101 Volda.

Fin: Ministry of Church and Education.

adult education; post-secondary education; recurrent education; admission requirements; selection criterion; administrative structure;

education des adultes; enseignement post-secondaire; education recurrente; conditions d'admission; critere de selection; structure administrative;

The regional colleges were assigned an important role in adult and recurrent education already from the time of the establishment of these institutions. The aim of this project was to examine to which extent the regional colleges have given priority to adult education. In addition it was of interest to explain how different ways of organizing adult education have consequences for the realization of the goal. The values of the teachers and recruitment policy were also important independent variables.

Open interviews with the leaders and a sample of the teaching and administrative staff at the regional colleges, together with annual reports, recommendations from the local adult education committees and reports from the Regional Boards of Higher Education were the sources of data for this investigation. Open interviews were used because of the exploratory character of the project.

Great variations were found between the colleges with respect to the extent of adult education measured in percentage of part-time students, ranging from 6 to 27. Very few colleges have managed to increase the proportion of part-time students in the period 1974-1978. The situation can best be described as stagnation or decline.

The number of courses were also relatively constant, but with great variations in ways of organizing the adult education, some of the institutions had set up a rather comprehensive system and others had not. Data do not indicate any connection between administrative system and percentage of part-time students.

The main reasons behind this situation is:
(1) Additional resources earmarked for adult education have not been given and the institutions are occupied with ordinary full-time students.
(2) The recruitment and reward system at each regional college, seemed to play an important role for the engagement and interest in adult education among the teaching and administrative staff. Research work has a higher priority in the system than traditional teaching, a fact which is also affecting adult education.
(3) Courses like adult education are seldom represented in decision making bodies at the institution.
(4) A necessary clarification of duties among the teaching and research staff has not been done.

1147807

Voksenopplæring for alle - rekruttering, opplæring og utvikling av deltidsledere. (Adult education for all - recruitment, education and training of part-time leaders.)

NO c 1977-1980 11400 x 16200

Hansen, Hilmar; Koch, Randi-Helene; Malmstrøm, Folke; Ørvik, Synnøve;

Nordland, Eva; (sup)
Kvam, Jørg A. ; (sup)

Inst.: Arbeidernes opplysningsforbund (Workers' Educational Association), Storgt. 23 c, N-Oslo 1.

Fin.: Workers' Educational Association and Ministry of Church and Education.

adult education; non-formal education; part-time teacher; teacher education; voluntary organization;

education des adultes; education non-formelle; enseignant a temps partiel; formation des enseignants; organisation volontaire;

The project was planned to develop information and understanding in W.E.A. and similar organisations concerning the recruitment and education of study-circle leaders and part-time teachers. This knowledge should lead to

- -improvement of methods in voluntary adult education
- -a description of an education and training programme for part-time teachers and leaders of study-circles
- -a description of desirable qualifications to be used when selection criteria are set up in recruitment
- -new applications of existing methods in other adult education fields.

A historical presentation of W.E.A. and its aims , methods and part-time teachers was the starting point of the study. The next step was to take part in a number of courses and study-circles, and by participant observation collect data for the developmental work. Data from leaders of study-circles, part-time teachers and administrative staff was collected by interviews.

1147808

Kartlegging av erfaringer med metoder for planlegging og gjennomføring av voksenopplæring. (A survey of experiences from methods for planning and organizing adult education in voluntary organizations.)

NO c 1977-1981 11400 x 12100 x 19600

Brattset, Hallgjerd;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

Fin.: The Norwegian Institute of Adult Education. and Ministry of Church and Education.

adult education; teaching programme; course; course programme; achievement control; group; recruitment; teaching method; student participation; voluntary organization;

education des adultes; programme d'enseignement; cours; programme de cours; controle du rendement; groupe; recrutement; methode pedagogique; participation de l'etudiant; organisation volontaire;

The aims were (1) to describe and analyse the experiences from various methods for planning and carrying out study circles in the voluntary organizations in Norway, and (2) to propose projects which should be given priority in developmental work

within the Institute in the future.

The project unit is the study circle, with circle members, leader and organizer, all connected with the same circle as target group. The sample consisted of 51 circles, from 10 different voluntary adult education organizations, dealing with the most frequent subjects and from all over Norway. Examination courses are excluded from the sample.

Questionnaires were sent to all target groups at the following stages of the course:

1. Planning and expectations (2. meeting of the course)

2. Methods (mid-course)

3. Evaluation (after completion of the course)

For further clarification, a limited sample was interviewed.

The background of the various groups (members, leaders, organizers) are quite similar: The differences are greater within than between groups (e.g. age, sex, previous education, previous experience from study work). About 40% are below 40 years of age, and about 60% have previous experience from study work.

The most decisive factors seem to be conception of roles and expectations, the subject of the study circle, and the way study circle members have been recruited (internal recruitnment, i.e. members of the organization, and external recruitment, i.e. individual enrolment after announcements in the press etc.). There is a consistent pattern of mainly foreign languages, handicraft and practical subjects in externally recruited circles, and mainly more theoretical subjects in internally recruited circles.

Findings show that there is a relationship between subject and recruitments. Most circles are establishdd at the initiative of the organizations (80%), mainly in the local community. Members and leaders have very little influence on the circles offered. The impression is that most circles are generally planned and structured before they start, and that organizers are central in this planning by for instance the appointment of leaders, according to their own criteria. Consultations with circle members at this stage happens more often in internally than externally recruited circles.

This is also the case after the circles have started. There is a tendency among all groups to prefer subject/member-oriented planning and member-centered organising of the circle after the course start, less so among members than among the leaders and organisers. The descriptions of practice confirm this tendency. After the circles are completed the majority of leaders and organizers do not find that the experiences from the circle require changing the planning and organizing of future, similar circles. The members seem to be satisfied with the planning, but would like changes in the organizing towards more member-oriented methods, and a greter combination of

methods applied. This means that members generally do not wish to have a decisive influence on the contents of the study work, but would like to have greater influence on how it is carried out. The Norwegian Adult Education Act require that the students as a group should have reasonable influence on both contents and methods.

The findings show that there is a distance between these requirements and practice, and also between practice and the desription of the classical study circle. This applies more to externally recruited circles dealing with practical subjects than to internally recruited circles with more theoretical subjects.

For a follow-up of the survey it is suggested developmental and experimental work with study circles

- -within the two ways of recruitment
- -within the two subject groups

to study the effects of bringing members into the planning and organising from the initial stage, and

- -experiments with having study-leaders and organizers giving priority to local organizers, who ought to be responsible for guidance and councelling the leaders in their local organization.

It is also suggested that there is a need for trainers for that purpose and that a plan for studies in adult education at university level in Norway ought to be worked out.

Publ.: Brattset, H.: Hvordan opplever vi studieringen? Trondheim: The Norwegian Institute of Adult Education. 1979, ISBN 82-7262-002-2.

Brattset, H.: Medarbeidere i opplysningsorganisasjoner. Trondheim: The Norwegian Institute of Adult Education. 1979, ISBN 82-7262-003-0.

Brattset, H.: Hva kjennetegner studieringen. Trondheim: The Norwegian Institute of Adult Education. 1981, ISBN 82-7262-013-8.

Brattset, H.: Adult learning - the study circle as a method. Report to International Council of Adult Education, Research seminar. Trondheim: The Norwegian Institute of Adult Education. 1979.

1147810

Virkninger av lov om voksenopplæring: Kommunene og loven. (Consequences of the Adult Education Act: The municipalities and the act.)

NO c 1977-1980 11400 x 23200 x 24300

Knudsen, Knud; Nordhaug, Odd;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

Fin.: Ministry of Church and Education.

adult education; educational policy; act; legislation; resource allocation; educational opportunity; local government;

education des adultes; politique de l'education; loi; legislation; affectation des ressources; chances d'education; administration locale;

The Norwegian Adult Education Act was set to function in 1977. This project was a study of regional distribution of adult education, and the regional consequences of the new legislation.

The sample comprised all municipalities and counties in Norway. Questionnaires were sent to the bodies administering adult education in municipalities and counties. Analysis of official statis_ics was also used.

Municipalities that already have a well educated population as well as other economical and cultural resources have more adult education activities. The financial means of the act will not be sufficient to change this trend.

Publ.: Knudsen, K. and Nordhaug, O.: Voksenopplæring: Kommunene og loven. Trondheim: The Norwegian Institute of Adult Education. 1980.

1147812

Deltakelse i voksenopplæring. (Participation in adult education.)

NO c 1977-1979 11400 x 26100 x 13100

Knudsen, Knud; Skaalvik, Einar M.;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

adult education; recruitment; evaluation; teaching method; teaching quality; quality of education;

education des adultes; recrutement; evaluation; methode pedagogique; qualite de l'enseignement; qualite de l'education;

The aims of the study were to describe the experiences made by participants in adult education courses autumn 1975, and to describe the practical use the participants have had from the courses.

A representative sample of 4000 drawn from the adult population answered structured interviews.

25% of the adult population participate in adult education each year. 16% participate in general studies, 12% in vocational training. A majority of the participants in general studies were women, while men are in majority in vocational training. The highest frequency of participation is found in the age group 30-40 years. The degree of participation increases with the level of education, and with the parents' level of education. Participation also increases with the adults' feeling of beeing able to influence on their own life situation. People with a generally high cultural activity participate more in adult education than others.

Publ.: Knudsen, K. and Skaalvik, E. M.: Deltakelse i voksenopplæring. Noen sentrale fordelinger. Trondheim: The Norwegian Institute of Adult Education. 1979, 80 p.

Skaalvik, E. M.: Rekruttering til voksenopplæring. Trondheim: The Norwegian Institute of Adult Education. 1979 150 p.

1147901

Samspill mellom arbeid og utdanning i aldersgruppen 16 - 19 år. (The inter-relationship between education and work for younger people between 16 and 19 years of age.)

NO c 1978-1980 11400 x 12900 x 12100

Landråk, Olav B.; Lindal, Olav; Rommetvedt, Hilmar;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: Ministry of Church and Education.

vocational education; vocational training; industrial education; industry; industrial worker; curriculum development; transition from school to work;

enseignement professionnel; formation professionnelle; enseignement industriel; industrie; travailleur industriel; elaboration de programme d'etudes; passage a la vie active;

The aims were to study the implications and consequences of expanded cooperation between the educational system and the world of work.

A case study on mechanical coursework with theory at school and practice in industrial firms was undertaken, together with interviews on cooperation between schools and 89 employers within industry and trading.

Publ.: Lindal, O. and Rostrup, T.: Hvordan representanter fra arbeidslivet ser på innholdet i grunnleggende opplæring av mekanikere. Notat 79:5, Stavanger: Rogalandsforskning 1979.

1147902

Deltakerinnflytelse i voksenopplæringen. (Participant influence in adult education.)

NO o 1979-1981 11400 x 17600 x 13100

Vislie, Anne; Bergli, Tor;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

adult education; cooperation; influence; participation; student participation; experimental education; experimentation;

education des adultes; cooperation; influence; participation; participation de l'etudiant; pedagogie experimentale; experimentation;

The project has its basis in the Adult Education Act's demand for participant influence. It is also necessary to register the possibilities and limitations for participant influence in different types of adult education, and to develop methods which can meet the demand for participant influence.

Three different adult education courses is studied by participant observation.

Publ.: Vislie, A.: Mediakurset. Trondheim: The Norwegian Institute of Adult Education. 1981.

Vislie, A.: Opplæring av anleggsbaser. Trondheim: The Norwegian Institute of Adult Education. 1981.

Martinsen, T. I.: Småbarnsårene. Trondheim: The Norwegian Institute of Adult Education. 1981.

1147903

Virkninger av lov om voksenopplæring i lokalsamfunnet. (Consequences of the Adult Education Act in the local community.)

NO o 1979-1981 11400 x 25200 x 11600

Vik, Lars Jørgen; Setsaas, Ragnhild;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

adult education; citizen participation; local community; school-community relation; socio-cultural activities; community development; demand for education; leisure; voluntary organization;

education des adultes; participation du citoyen; collectivite locale; relation ecole-collectivite; activites socio-culturelles; developpement des collectivites; demande de l'education; loisir; organisation volontaire;

The aims of the project are to find out how adult education fits in with other activities in the community, how adult education courses are initiated, and what participants and non-participants feel about adult education.

The sample comprises participants and non-participating members of two communities, plus local leaders of voluntary organizations of the community. The two communities are (1) very active, and (2) not so very active as to adult education activities, respectively.

Methods used are surveys of statistics and other relevant background information about the two communities, together with interviews with participants, non-participants and various community leaders.

Leisure-time courses are a relatively new way of meeting other members of a community. There is a great latent demand for education in the adult population, as well as a considerable demand for social contact. Some people seem to use "learning something" as a cover for more social needs, even when attending a hobby-course. The activities offered were mainly connected with leisure needs of individual members of the communities, whereas the communities were in need of knowledge that could give stimulation to community development.

1147904

Voksenopplæring om medvirkning i planlegging av lokalsamfunnet. (Adult education for participation in local planning.)

NO o 1980- 11400 x 25200 x 11600

Haugstveit, Nils; Orhaug, Johs.;

Petersen, Max; (sup.)

Inst.: Norsk institutt for by- og regionforskning (Norwegian Institute for Urban and Regional Research), Nycoveien 1, N-Oslo 4.

The Royal Norwegian Council for Scientific and Industrial Research.

Fin.: Ministry of Church and Education.

adult education; group learning; citizen participation; local community; community development; planning; urban planning; urban area; urban development;

education des adultes; pedagogie de groupe; participation du citoyen; collectivite locale; developpement des collectivites;

planification; amenagement urbain; zone urbaine; developpement urbain;

Citizen participation in local planning can be organized as study groups. The aim is to develop programmes for such study groups and demonstrate ways in which the topics can be studied.

Four study groups have been selected in four different urban settings: Holmestrand (32), Moss (40), Oslo (25), Skjeberg (20).

Development and testing of study materials and techniques in these groups are used in the preparation of more standardized material for use in other urban settings.

1147905

Virkninger av Lov om voksenopplæring: Organisasjonene og loven. (Consequences of the Adult Education Act: The voluntary organizations and the act.)

NO c 1978-1980 11400 x 23200 x 17600

Knudsen, Knud; Ulset, Svein;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

adult education; educational policy; act; legislation; resource allocation; educational opportunity; voluntary organization;

education des adultes; politique de l'education; loi; legislation; affectation des ressources; chances d'education; organisation volontaire;

In Norway the voluntary adult education associations arrange approximately 85% of the registered courses. A study of how the organizations adapted themselves to the Norwegian Adult Education Act after 1977 was set up among the nine major associations.

Questionnaires were sent to central and local bodies of the associations, and offical statistics was analyzed.

In all organizations there was a lack of knowledge concerning the implications of the new legislation. In adapting to the act, the larger organizations profitted from their effective structure, whereas the smaller had an advantage in their greater flexibility.

Publ.: Knudsen, K. and Ulset, S.: voksenopplæring - organisasjonene og loven. Trondheim: The Norwegian Institute of Adult Education. 1980, 146 p.

1147906

Virkninger av Lov om voksenopplæring: Særlige voksenopplæringstiltak. (Consequences of the Adult Education Act: Adult education and the underprivileged groups.)

NO c 1978-1980 11400 x 10300 x 23200

Kallerud, Bitten;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

adult education; recruitment; access to education; educational opportunity; educational policy; legislation; act; handicapped; deprived; socially handicapped; voluntary organization;

education des adultes; recrutement; acces a l'education; chances d'education; politique de l'education; legislation; loi; handicape; defavorise; handicape social; organisation volontaire;

The Norwegian Adult Education Act was set to function in 1977. According to section 24 in the Act, handicapped people, people with low fundamental education and persons with heavy family obligations should be given priority by special financial means. This project was a study of how the particular section of the Act has functioned.

The sample comprised nine major voluntary adult education organizations (local and regional bodies), municipalities and counties.
Questionnaires were sent to the organizations, municipalities and counties, and official statistical and other information was studied.

The legislation and special funds lead to an increase in the activity for underprivileged groups. The larger part of the means earmarked for these groups, have been used for well-defined and well-organized groups that are comparatively easily attracted to different types of activities.

Publ.: Kallerud, B.: Særlige voksenopplæringstiltak: Bevilgninger, målgrupper, tiltak. Trondheim: The Norwegian Institute of Adult Education 1980, 109p.

1147907

Voksenopplæring i Trøndelag. Formål, undervisning, deltakervurdering. (Adult education in Trøndelag (Norway). Aims, teaching and participants' evaluation.)

NO c 1977-1979 11400 x 26100 x 13100

Skaalvik, Einar M.; Tvete, Sjur;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

adult education; recruitment; evaluation; teaching method; teaching quality; quality of education; occupational aspiration; motivation;

education des adultes; recrutement; evaluation; methode pedagogique; qualite de l'enseignement; qualite de l'education; aspirations professionnelles; motivation;

The aims of the study were to describe the experiences made by participants in adult education courses autumn 1975, and to describe the practical use the participants have had from the courses.

The sample was drawn from adult education courses arranged by different organizations and institutions (manpower agencies, voluntary organizations etc.) in two counties in Norway (the region of Trøndelag).

The participants were in general positive in their evaluation of the courses. Job-related motives are central for the younger of the participants, while the importance of motives connected with leisure time, personal development and social relations increase with age. New job opportunities were the most important consequences for the participants of job-related courses.

Publ.: Skaalvik, E. and Tvete, S.: Voksenopplæring i Trøndelag: Formål, undervisning og deltakervurdering. Trondheim: The Norwegian Institute of Adult Education 1980, 363 p.

1217802

Faglig kunnskap og individuell og sosial relevans. (Discipline oriented knowledge and individual and social relevance.)

NO o 1978- 12100 x 12500 x 17200

Valås, Harald; Sæther, Arne;

Harbo, Torstein; (sup.)

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities

curriculum development; main subject; specialization; knowledge; transfer of learning; mathematics; new mathematics;

elaboration de programmes d'etudes; matiere principale; specialisation; connaissance; transfert pedagogique; mathematiques; mathematiques nouvelles;

Case studies of curriculum development projects where the relationship between discipline oriented knowledge and its relevance for the student here and now and for his future community life has been a central problem. The development of the new mathematics with its aftermath is one case, another case is Man: A course of study.

Publ.: Valås, Harald: Struktur og enhet i skolematematikken for junior high school. Noen sider ved det praktisk - pedagogiske utviklingsarbeid i skolematematikken de siste to decennier belyst ved tre reformforslag, Rapport nr. 1, University of Trondheim 1978, 201 p.

1217803

Mønsterplanprosjektet. (The elementary school curriculum project.)

NO c 1977-1980 12100 x 19100 x 16300

Brock-Utne, Birgit;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education

lower secondary; self-management; cooperation; organization; teacher participation; teacher role; group; team teaching; curriculum development; decision making; open curriculum; action research;

secondaire premier cycle; autogestion; cooperation; organisation; participation de l'enseignant; role de l'enseignant; groupe; enseignement en equipe; elaboration de programmes d'etudes; prise de decision; programme d'etudes ouvert; recherche action;

The aim has been to throw light on some of the conditions which allow for a development towards greater sharing of responsibility in the daily life of a school by all parties concerned. In 1969 Norway got a new law of the compulsory nine year school. Shortly thereafter we got a new curriculum plan. One of the intentions of the new law as well as of the curriculum plan and governmental regulations, is to allow for grater variety and local freedom. We want to see how this freedom can be used to develop a creative climate in school.

We have been studying four lower secondary schools (grades seven to nine in the compulsory school), two of the schools are based on a team teaching model, one of the schools did not have any organized teacher cooperation and the fourth had

tried such cooperation partly.

We have partly been using an action research approach, studying the organization of the schools by trying to change them. The instruments which have been used are participant observation, interviews, open-ended questionnaires and records from meetings.

The project was terminated in 1980 and a final report was written. This report appears as a book describing the work and the problems encountered in this type of qualitative research.

Publ.: Brock-Utne, Birgit : Slik begynte Mønsterplanprosjektet. Rapport nr. 1, University of Oslo 1977, 81 p.
Brock-Utne, Birgit : Nettverksseminar i Mønsterplanprosjektet. Rapport nr. 2, University of Oslo 1978, 80 p.
Heyerdahl-Larsen, Lars, Husebye, Roar and Reinholdt, Pål : Utvikling mot problemorientert emneundervisning på Arnholm. Rapport nr. 3, University of Oslo 1978, 123 p.
Brock-Utne, Birgit : The loyalty conflicts of an educational researcher in action, University of Oslo 1977, 17 p.
Brock-Utne, Birgit : Mønsterplanprosjektet - et aksjonsforskningsprosjekt. Norsk Pedagogisk Tidsskrift, vol. 62, 1978, nr. 3, p.81-85.
Gundersen, Jorunn: Lærersamarbeid ved Andenes. Rapport nr. 4, University of Oslo 1978, 95 p.
Brock-Utne, Birgit : Mønsterplanprosjektet som eksempel på pedagogisk aksjonsforskning, University of Oslo 1978, 22 p.
Brock-Utne, Birgit: Fra ord til handling. Pedagogisk aksjonsforskning i utdanningssamfunnet. Oslo: Universitetsforlaget 1979.
Andreassen, Gyran & Pedersen: Lærersamarbeid på en "lukket" skole. Rapport nr. 6, University of Oslo 1979.
Brock-Utne, Birgit: Ungdomsskoler i utvikling. Oslo: Universitetsforlaget 1981.

1217804

Mønsterplanundersøkelsen 1978. (Survey concerning the new curriculum plan (Mønsterplanen) for primary and lower secondary schools.)

NO c 1978-1980 12100 x 11300

Vestre, Svein Egil;

Inst.: Norsk Lærerlag (The Norwegian Teachers Association), Rosenkrantzgt. 15, N-Oslo 1.

curriculum; teaching programme; evaluation; primary school; lower secondary; act; regulation;

programme d'etudes; programme d'enseignement; evaluation; ecole primaire; secondaire premier cycle; loi; reglementation;

The Ministry of Church and Education issued in 1974 a curriculum plan (Mønsterplanen) which provides the aims set

for the schooling, the allocation of subjects and lessons, and teaching programmes for all subjects at all levels (grades 1-9). This centrally decided curriculum plan is an important instrument for directing the daily work at school. For this reason it is of importance to investigate how the plan works in practice.

A random sample of 1400 teachers from the whole country have been asked for information by mailed questionnaires.

The aim of the project was to describe the present status concerning the realization of the main ideas in the plan from the teachers' point of view. As a consequence of this, the main obstacles and positive incentives are pointed out in the report.

Publ.: Vestre, Svein Egil: Mønsterplanen og arbeidet i skolen. En undersøkelse blant lærere i grunnskolen. Oslo: Norsk Lærerlag/Didakta Norsk Forlag 1980. ISBN 82-7056-023-5.

1217901

Mønsterplanen - intensjoner og realiteter. En feltstudie av undervisningen i fagene kristendomskunnskap, norsk og samfunnsfag på 8. klassetrinn. (The Model Plan - intentions and realities. A field study of the teaching in christian education, Norwegian, history and geography in grade eight.)

NO o 1979- 12100 x 11300 x 13100

Bergem, Trygve; Tveiten, Toralf;

Inst.: Norsk Lærerakademi - NLA (Norwegian Academy for Studies in Religion and Education), Amalie Skrams vei 3, N-5035 Bergen-Sandviken

Fin.: Ministry of Church and Education and NLA

curriculum; curriculum development; reform of education; evaluation; teaching programme; teaching objective; lower secondary; religious education; christian education; geography; history; Norwegian language; discipline; parent-school relation; parental attitude;

programme d'etudes; elaboration de programme d'etudes; reforme de l'enseigne reforme de l'enseignement; evaluation; programme d'enseignement; objectif pedagogique; secondaire premier cycle; education religieuse; education chretienne; geographie; histoire; langue norvegienne; discipline; relation parents-ecole; attitude des parents;

The Model Plan was adopted by The Ministry of Church and Education and implemented in 1974. The objectives for this study were to (1) analyse developmental trends with regard to content and teaching methods in christian education, Norwegian language, history and geography, (2) analyse the relationship between the recommendations made in the Model Plan, teacher attitudes to the Plan and their implementation of it, and (3)

observe student and parent expectations to the school and their satisfaction with school.

The sample comprised about 180 parents, 75 teachers and 100 students were personally interviewed. Classroom interviews were taken in 28 classes. The respondents came from 14 schools in 6 municipalities in the county of Hordaland, Norway. The respondents were selected to represent the population of schools in the area of Bergen and its surroundings. The interviews were recorded and the answers were partly filled in simultaneously on a questionnaire.

Among the preliminary findings are: (1) Some significant changes in subject content were found when the Model Plan was compared to a number of preceding plans and curricula.
(2) The curriculum for christian education has changed from relatively one-sided emphasis on facts towards more emphasis on affective aims.
(3) The curriculum for Norwegian has changed from heavy emphasis on Norwegian literature towards a more global perspective.
(4) The curriculum for history reveals an increasing interest in cultural and social questions on the expence of political history.
(5) The content of geography has become more internationally oriented over the years. More emphasis has been put on cultural aspects.
(6) On the whole the presentation of the subject content in the text-books is more problem-oriented than it used to be.
(7) Parents are very much in accordance with the aims of the school as they are stated in the Model Plan.
(8) The most important aim of the school, according to the parents, is to provide a situation where the students may have a feeling of well-being.
(9) On the whole parents consider the schools to be better now than they were when they went to school, except for the discipline, which was better in the old school.

Publ.: Pedersen, O.: Analyse av læreplaner og lærebøker for kristendomskunnskap. Bergen: NLA 1979, 129 p.

Lund,J., Jensen, V. and Tybring-Andersen, K.: Analyse av læreplaner for samfunnsfag. Bergen: NLA 1979, 61 p.

Kaldestad, O. H.: Analyse av læreplaner og leseverk i norsk. Bergen: NLA 1980, 195 p.

Tjomsland, R.: Analyse av lærebøker i historie. Bergen: NLA 1980, 132 p.

1227801

Ikonisk minne og dysleksi. (Iconic memory and dyslexia.)

NO c 1978-1980 12200 x 17300 x 17400

Høien, Torleiv;

Inst.: Stavanger pedagogiske høgskole (Stavanger College of Education), Telegrafdirektør Heftyesgt. 24, N-4001 Stavanger.

Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N- 4001 Stavanger

Fin.: Ministry of Church and Education

reading; visual perception; image; visual capacity; dyslexia; ability; learning difficulty; dyslexic; visual learning;

lecture; perception visuelle; image; capacite visuelle; dyslexie; capacite; trouble de l'apprentissage; dyslexique; apprentissage visuel;

The aim of the project was to get more knowledge about causes behind reading disabilities. The hypothesis behind the project was that deviant iconic persistence may hinder the visual information processing and thereby cause reading problems.

The sample comprised about 600 pupils from 30 primary schools. The pupilswere distributed on two subgroups: (1) those with specific reading disabilities; (2) a control group.

The pupils were tested with a diagnostic reading test, an intelligence test and with a specially constructed apparatus which measured the iconic persistence.

The results show that pupils with special reading difficulties as a group have longer iconic persistence mean-value than pupils with normal reading ability. Pupils with long iconic persistence also have greater difficulties in reading letters during proactive and retroactive interference than reading-retarded pupils with moderate or short persistence length.

Publ.: Høien, Torleiv: Ikonisk minne og dysleksi. Rogalandsforskning 1980.

1227802

En studie av feiltyper i grunnskoleelevers skriftlige arbeid. (A study of errors in the written work of primary and secondary school pupils.)

NO o 1978-1984 12200 x 25100 x 15400

Wiggen, Geirr;

Inst.: Elverum pedagogiske høgskole (Elverum College of Education), N- 2400 Elverum

Fin.: Ministry of Church and Education and The Norwegian Research Council for Science and the Humanities

primary school; lower secondary; written work; linguistics; phonetics; spelling; grammar; error; sociolinguistics; language; mother tongue; colloquial language; dialect; spoken

language;

ecole primaire; secondaire premier cycle; exercice ecrit; linguistique; phonetique; ortographie; grammaire; erreur; sociolinguistique; langage; langue maternelle; langage courant; dialecte; langage parle;

Error analyses of pupils' written work internationally (e.g. Denmark, Federal Republic of Germany and England) have indicated that much of children's difficulties in writing is caused by incongruity of structure between speech and written standard. This study is meant to analyze the Norwegian situation, and it is linked to the question of using the pupils' dialect in their first attempts at reading and writing.

The sample chosen for study is 1-5 selected texts from 1200 pupils in rural and urban districts and from schools using either one or the other of the two official languages in Norway. The proportion of texts from the two languages is fairly equal, and the material has been distributed on community types, e.g. rural areas with or without a stable situation concerning decision on use of one or the other of the official languages.

Methods used are 1) Written texts corrected by teachers, collected and analyzed with reference to dialects and written standards; 2) written essays on the same subject from all informants - uncorrected.

After the on-going analysis of the collected material, relevant non-parametric statistical methods will be chosen and further elaborated.

Publ.: Wigger, Geirr: The use of dialects in the initial teaching of the written language: The Norwegian case. Paper presented at the 5th AILA Congress, Montreal August 1978.

Wigger, Geirr: Forholdet mellom talt og skrevet språk generelt og i den første skriftspråkundervisninga: Et kort oversyn og en kritisk kommentar. In: Venås, Kjell: Dialekt og riksspråk i skulen. Oslo: Nordisk institutt, University of Oslo 1978 p 71-90.

Wigger, Geirr: Språknormer og språknormering i den dansk-, norsk- og svenskspråklige skolen: Ei jamføring og et utblikk til situasjonen ellers i samfunnet. In: Hansen, E. & Skyum-Nielsen (eds.): Sprognormer i Norden. Nydanske studier 12, København 1978, p 229-260.

Wigger, Geirr: Dialektbruk i morsmålsopplæringa, især den første lese- og skriveopplæringa. In: Kleiven (Ed.): Språk og samfunn, Oslo: Unipax 1979.

Wigger, Geirr: Friskriving og rettskriving i mønsterplanen for norsk: Et konfliktfylt forhold i norsk morsmålsundervisning vurdert i lys av språksosiologiens nyere utvikling. In: Moslet, Inge (ed.): Norskundervisninga og mønsterplanen. Oslo 1981.

1227803

Nordnorsk litteratur i grunnskolen i Nord-Norge. (North Norwegian literature in primary schools in Northern Norway.)

NO o 1977- 12200 x 14200 x 25200

Gabrielsen, Arnulf;

Inst.: Høgskolen i Alta (Finnmark Regional College), N-9510 Elvebakken

Fin.: The Council for Teacher Education and Finnmark Regional College

textbook; children's book; literature; novel; reading; mother tongue; basic subject; option; primary education; local community;

manuel d'enseignement; livre pour enfants; litterature; roman; lecture; langue maternelle; matiere fondamentale; matiere a option; enseignement primaire; collectivite locale;

Norwegian textbooks and readers for primary school include very little literature from the northern regions. Children in the north should know about their cultural background, and use of regional or local literature could increase students' motivation and enhance the study of literature in general. Students can more easily see the relevance of literature to social, political and other questions if some of the material is based on familiar situations.

This regional orientation is an addition to the existing national content of existing curricula, and it is intended in the new curriculum plans for Norwegian schools. After the completion of the project, annotated lists of suitable literature will be published.

1227901

Diagnostisering og terapi for barn med skrivevansker. (Diagnosis and therapy of children suffering from psychomotor writing problems.)

NO o 1980-1982 12200 x 18400 x 14600

Søvik, Nils; Ludvigsen, Karen; Teulings, Hans-Leo;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities

writing; dysgraphia; psychomotor activity; psychomotor development; special education; diagnosis; computer-assisted instruction; autoinstructional aid; teaching machine; closed-circuit television;

ecriture; dysgraphie; psychomotricite; developpement psycho-moteur; enseignement special; diagnostic; enseignement assiste par ordinateur; materiel autodidactique; machine a enseigner; television en circuit ferme;

Previous research on children's handwriting performances has disclosed that some of them will suffer from psychomotor writing difficulties. The main purpose of the study is - on the basis of a feedback theory - to test a sample of clumsy children diagnostically with concern to dysgraphic behaviour. It is hypothesized that individual treatments consisting of dynamic tracking-programmes given to the subjects in a laboratory will improve their writing behaviour.

A sample of 12 subjects classified as children with psychomotor writing problems will be chosen for the study.

The experimental set-up contains two instrumental systems: (1) An x-y tablet-system connected directly to a NORD-10 computer for improving the subjects' visual feedback mechanisms used in the writing act, and (2) Closed-circuit TV-system used by experimentators and subjects in dynamic social-psychomotor exercises.

Publ.: Søvik, Nils: Developmental trends of visual feedback control and learning in children's copying and tracking skills. Journal of Experimental Education, vol. 49, no.2, 1980, pp. 106-119.

1227902

Gransking og utviklingsarbeid i skriftforming. (Research and development-work in the art of handwriting.)

NO o 1980-1981 12200 x 27300 x 14100

Veiteberg, Karl;

Inst.: Stord lærarhøgskule (Stord College of Education), N-5414 Rommetveit.

Fin.: Stord lærarhøgskule (Stord College of Education), N-5414 Rommetveit.

writing; history of education; history of art; teaching aids; art;

ecriture; histoire de l'education; histoire de l'art; moyens d'enseignement; art;

The aims of the study are (1) to arrange collections and develop teaching material for the art of handwriting at Stord College of Education. (2) Arrange study material to

handwriting art in a publication. (3) Elaborate a book of exercises for the students. (4) Arrange regional handwriting seminars for teachers. (5) Develop guidelines for the local teaching plans in the art of handwriting.

A collection of slides covering the historical development of the art of handwriting has been established. Teaching aids and a compendium for use among the students has been developed.

1227903

Lesestimulering på mellomsteget i grunnskolen. (A study of the school's influence on children's reading interests.)

NO o 1979-1981 12200 x 17500 x 14200

Fosseng, Eldbjørg; Risa, Gunvor;

Inst.: Stord lærarhøgskule (Stord College of Education), N-5414 Rommetveit.

Fin.: Ministry of Church and Education

reading; reading taste; children's book; literature; interest;

lecture; interet de lecture; livre pour enfants; litterature; interet;

The study has two main aspects: (1) To test methods of developing children's reading interests and reading ability. (2) To test methods for teaching literature to children and youth.

Three classes (85-90 pupils) have been studied for two years. The pupils were between 11 and 13 years of age.

The pupils are given access to a wide variety of books and they are given ample time to read at school. The literature is used in various ways in class. An expert on children's literature acts as advisor for the pupils.

The project has had a great effect on the pupils' reading interests and reading ability. After two years they read and appreciate a broad selection of books.

1227904

Den første lese- og skriveopplæring på dialekt. (Initial teaching of reading and writing in dialect.)

NO o 1980-1982 12200 x 25100

Bull, Tove;

Inst.: Tromsø pedagogiske høgskole (Tromsø College of Education), N-9000 Tromsø

Fin.: Ministry of Church and Education, and

The Council for Primary Education

beginning learning; reading; writing; dialect; colloquial language;

enseignement initial; lecture; ecriture; dialecte; langage courant;

From the school-year 1980-1981 a pilot project in using the dialect-method in two classes in Tromsø has been undertaken to study benefits and problems related to the use of local dialect in beginning reading.

The sample comprises five entrance classes of seven year old children covering the two official languages in Norway. A control group of five classes has been set up.

Methods used are observations in classrooms, reading tests, interviews with teachers, pupils and parents. Comparison of written works between the different groups of pupils is to be done.

1237802

Utarbeidelse og utprøving av øvingsmateriell i norsk uttale til bruk for utlendinger. (Development and testing of practice material in Norwegian pronunciation for use with non-Norwegian speakers.)

NO C 1978-1980 12300 x 12700 x 10400

Strandskogen, Åse-Berit;

Inst.: University of Oslo, Norskundervisningen for utenlandske studenter, Blindern, N-Oslo 3.

Fin.: Ministry of Church and Education

foreign worker; migrant worker; immigrant; teaching method; teaching aids; grammar; directed exercises; language teaching; Norwegian language; speech training; pronunciation; colloquial language;

travailleur etranger; travailleur migrant; immigrant; methode pedagogique; moyens d'enseignement; grammaire; travaux diriges; enseignement des langues; langue norvegienne; education de la parole; prononciation; langage courant;

The aim of this project was to develop and test basic teaching-learning materials in practical Norwegian pronunciation based on East-Norwegian colloquial speech.

The materials consist of both theoretical and practical elements. Most of the teachers of Norwegian for non-Norwegian speakers have too little knowledge of phonetics, and they need a theoretical background to advise the students. Besides the

theoretical explanations, the materials consist of a series of exercises based on minimal pairs designed to train the students' ability to hear and produce the correct phonetic quality. The project also includes intonation exercises and rules for stress and phonemedistribution in Norwegian.

The materials have been developed on the basis of contrastive analysis. Descriptions of the sound systems of 6 source languages have been constructed from published accounts and in consultation with scholars in each field. These groups were chosen partly because they were the largest immigrant groups in Norway.

Publ.: Strandskogen, Åse-Berit: Norsk fonetikk for utlendinger. Cassettes and tapes with all the exercises. Oslo: Gyldendal Norsk Forlag 1979.

1237803

Norsk skriftlig i den videregående skolen. (Norwegian as written language in secondary schools.)

NO o 1977- 12300 x 11300 x 15400

Strandskogen, Rolf;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of Schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N-Oslo 6

Fin.: Municipality of Oslo

secondary education; secondary school; students' work; language teaching; directed exercises; literature; writing; written work; composition; grammar;

enseignement secondaire; ecole secondaire; travail des eleves; enseignement des langues; travaux diriges; litterature; ecriture; exercice ecrit; composition litteraire; grammaire;

The primary goal for this project is to discover useful directions in the instruction of written Norwegian in the secondary schools. In instructing students, it is important to show them different modes of expression, such that they can become familiar with different language patterns. It is not sufficient merely to demonstrate a pattern to students, they must also be shown the differences between given pattern and their own styles of writing.

How can students be made better able to express themselves? What types of writing exercises are usable? Do new grammatical theories offer us any useful ideas to put into practice in the instruction of written expression?

All assignments in this project employ a given text. The text come from both belles-le tres and technical material. We believe that the students derive greater benefits from language exercises and observations taken from given texts

thar from simply solvirg problems ir ar exercise book.

Some of the sets of exercises provide a method of presertirg word classes accordirg to classical models, but rather as ar attempt to show how the irdividual word classes furctior withir a serterce. Theoretical grammar gives possibilities of language variatior ard, thereby, greater freedom ir usirg language. Some of the exercises corsist of rewritirg short, simple serterces to more compact ard complex serterce corstructiors.

There are also exercises or restatirg a giver message to show that the same irformatior car be expressed ir differert language styles. Studerts will work, for example, with serterces which vary stylistically though they esemble ir terms of cortert. Ir this way studerts are giver some possibilities ir evaluatirg differert modes of expressior.

All the exercises are tested ir Norwegiar secordary schools. A series of meetirgs have beer held with irstructors. The exercises are beeirg tested with differert studert groups ir various plars of study. After further trial, we will summarize our results with the exercises.

1237804

B- og C-språk på 1. trirr i der videregående skoler. (Deuxième et troisième largues étrangères au deuxième cycle de l'erseigremert secordaire.)

NO o 1977- 12300 x 11300

Aass, Sverre Halvard;

Irst.: Skolesjefer i Oslo, Avd. for ped. utv.arb. (Superirterdert of Schools ir Oslo, Dept. of Ed. Research ard Irrovatior), Strømsv. 102, N-Oslo 6

Fir.: Muricipality of Oslo

secordary educatior; secordary school; upper secordary; curriculum subject; larguage teachirg; foreigr larguage; third larguage; teachirg method; educatioral irformatior; choice of studies;

erseigremert secordaire; ecole secordaire; secordaire deuxieme cycle; matiere d'erseigremert; erseigremert des largues; largue etrargere; deuxieme largue; methode pedagogique; irformatior pedagogique; choix des etudes;

Les plars d'études de l'erseigremert secordaire rorvégier supposert ure grarde liberte de choix er largues étrargères, a l'exeptior de l'arglais, qui est toujours obligatoire. Cette liberté prévue r'est pas réelle pour la majorité des étudiarts. Le rombre peu élevé d'étudiarts d'espagrol, frarcais, italier et russe cause actuellemert de l'irquiétude chez les autorités admiristratives, politiques et éducatives, airsi que dars les milieux commerciaux er Norvège.

Le projet a un triple but
1. de faciliter un choix varié de langues étrangeres;
2. d'harmoniser les divers nivaux du systéme du point de vue didactique;
3. d'améliorer l'information sur les langues à choisir et l'utilité des langues dans un contexte professionnel.

Une région scolaire consistant de 5 établissements du deuxième cycle et 11 établissements du premier cycle secondaire.

1237901

Nordisk spr^kprosjekt II. (Nordic language project II.)

NO c 1972-1979 12300 x 14100 x 14500

Bø, Inge;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: Nordic Cultural Fund.

foreign language; modern language; Danish language; Norwegian language; Swedish language; language teaching; mass media; television broadcast; comprehension;

langue etrangere; langue vivante; langue danoise; langue norvegienne; langue suedoise; enseignement des langues; moyens de communication de masse; emission de television; comprehension;

The project is an attempt at approaching answers to these two main questions: (1) How far do people of Denmark, Norway and Sweden understand one another's languages? (2) To what degreee do formal teaching of Scandinavian languages at school and possibility to receive TV-programmes across the borders aid this understanding?

A sample of 1.666 youngsters representative of students in their last year of compulsory schooling (aged 15 or 16) from 14 middlesized towns in the three countries: a) 42% living in towns unable to receive neighbouring countries TV-transmissions, and (b) 58% in towns able to receive TV-transmissions from neighbouring countries.

The main tasks were to assess to what extent the students understood each others' languages and to determine how these two subgroups differ according to the variables mentioned. To measure this a questionnaire and a language test for each of the three mother tongues were constructed.

Approached from the angle of which seems to be the easiest one, spoken Norwegian is at the top of the list, with spoken Swedish second, ther written Norwegian, Swedish and Danish - and spoken Danish at the bottom. Norwegian students understand significantly better the languages of their neighbouring countries than do the Danes and Swedes of theirs. The Swedish

s students in particular find it difficult to comprehend spoken Danish. The need for translation and sub-titling of films and TV-programmes is on the whole considerable, in particular with Swedish students. On the question of which contributing factor the students perceive most important in promoting their understanding of the other Scandinavian languages, mass media is put as number one together with personal contact and "linguistic similarity". The school's contribution is considered to be the least important.

Comparisons between the two main subgroups (with or without the possibility of TV-transmissions from the neighbouring countries) show that the "with-group" has a significantly better understanding of their neighbouring countries' languages than the "without-group".

This is the case, even if masking factors (like dialectical similarities, contacts and communication through shopping and visits across the borders) are controlled for.

Publ.: Bø, Inge: Ungdom og naboland. En undersøkelse av skolens og fjernsynets betydning for nabospråkforståelsen. Stavanger: Rogalandsforskning, Rapport no. 4, 1978.

Bø, Inge.: Hvor mye vil vi forstå - hvor mye nordisk orienterte er vi til daglig? Vi i Norden, 1980:4, p. 6.

Bø, Inge: Grannespråksforståelsen i Danmark, Norge og Sverige. Nordisk tidskrift før vetenskap, konst och industri, vol. 52:1, 1976, pp 153-160.

1237902

Vanskelighetsgrad ved norske lesestykker for utlendinger. (The assessment of level of difficulty of texts used in the teaching of Norwegian to foreigners.)

NO c 1977-1981 12300 x 12200 x 10400

Ingram, Elisabeth; Fløttum, Kjersti; Simensen, Aud Marit;

Inst.: Institutt for anvendt språkvitenskap (Department of applied linguistics), University of Trondheim, N-7055 Dragvoll.

Fin.: Ministry of Church and Education and
The Norwegian Research Council for Science and the Humanities

foreigner; immigrant; linguistics; foreign language; Norwegian language; language teaching; textbook; readability; syntax;

etranger; immigrant; linguistique; langue etrangere; langue norvegienne; enseignement des langues; manuel d'enseignement; lisibilite; syntaxe;

The teaching of Norwegian as a foreign language as a systematic enterprise is in its infancy. One of the many problems is finding suitable reading texts for stages beyond

the elementary. The aim of the project was to discover procedures which could allow teachers to judge the difficulty level of authentic Norwegian texts before trying them out in the classroom.

The analysis was carried out in two phases. Phase 1 was based on a sample of 10 texts. These were the five easiest and the five most difficult of a total of 30 texts which had been tried out in the classroom by three teachers and ranked by them in order of the difficulty experienced. Phase 2 was based on a sample of 13 texts similarly ranked on the basis of experience in the classroom. These were ranked continuously.

Three requirements determined the research design. (1) An empirically determined criterion of level of difficulty for the texts to be analysed must be established. (2) The factors to be investigated must be capable of operational definition. (3) The results of the analysis of the first set of texts must be regarded as hypotheses to be tried out on other texts.

Not surprisingly the factors found to be relevant for Norwegian texts correspond largely to those found for other related languages.

SYNTAX. The sentences of the difficult texts had on the average more subordinate clauses, and particularly more subordinated clauses to the left of the main clause or embedded in the main clause. This was confirmed by the Phase 2 analyses, with the additional finding that if a text contains one or two sentences with a large number of subordinate clauses (5 to 8) the text will be experienced as difficult.

TEXTUAL ANALYSES. Coherence/cohesion. Various models (Thorndike 1976, Mountford 1975, Kintch 1975, Widdowson 1978) were tried, but were either unsuitable for the genre of texts or unsufficiently developed to meet the criterion of operational definitions, or both. The model adopted was that of Halliday and Hasan (1976). It proved unproblematical to adapt the model for Norwegian.

Cohesive elements are those which can be interpreted only by reference to another element in the text. Of their five categories three were found to be important: reference (extended anaphora); conjunction (conjunctions and sentence adverbials); and lexical cohesion (repetition, synonymy, hyponymy/antonomy collocation).

In Phase 1 proportionately more cohesive elements were found in the easy texts. Exceptions were in the field of lexical cohesion: there were more repetitions of vocabulary items in the difficult texts. In Phase 2 proportionately more cohesive items of all classes were found in the easy texts. Further studies of the area of lexical collocation: non-syntagmatic chains of related lexical items were taken to be operational definitions of topics and subtopics, and it was found that in the difficult texts there were proportionately a greater number of collocations -4 words or less - in other words a greater number of issues introduced and referred to very briefly.

Narratology. This is a descriptive model originating in a school of French literary analysis (Genette 1972). The treatment is considerably simplified. The dimension of "duration" was mainly used and it was found that the easy texts are characterized by dialogue or reported actions, while most of the difficult texts are descriptions of static settings and states, reasoned argument or general reflections.

Distance. Inspired by the psychologists' work on the limited span of attention, the distance, in terms of words intervening between the head-word of the subject noun phrase and the first word of the finite verb phrase was studied. There were five times as many occurences of 4 or more words intervening between head-word and verbal phrase in the difficult texts as in the easy texts.

While there are broad indications of the factors that contribute to the empirically established difficulty level of texts, there are no single factors that emerge as indexically valid in all cases. The most that can be asserted is that if any one of the features found to be associated with difficulty is predominant in the text, then that text will be experienced as difficult.

1237903

Konstruert eller autentisk materiale i fremmedspråksundervisningen. (Constructed or authentic teaching material in foreign language teaching.)

NO o 1980-1983 12300 x 14100 x 14200

Simensen, Aud Marit;

Inst.: Institutt for anvendt språkvitenskap (Department of applied linguistics), University of Trondheim, N-7055 Dragvoll.

Fin.: The Norwegian Research Council for Science and the Humanities

foreign language; language teaching; Norwegian language; textbook; teaching aids; directed exercises;

langue etrangere; enseignement des langues; langue norvegienne; manuel d'enseignement; moyens d'enseignement; travaux diriges;

The aim of the project is to describe the results of the processes of simplification, adaptation etc. to gain insight into intuitions about what is difficult for the foreign language learner.

Teaching material included in textbooks for teaching purposes or as separate units, used in Norwegian schools, is studied. Data of a linguistic or an informational kind is collected. Data is divided in three broad categories: reduction, substitution and addition.

1237904

Discourse analysis and listening comprehension with regard to intonation.

NO o 1980- 12300 x 12700 x 25100

Ulseth, Brit;

Inst.: Norges lærerhgskole (College of Arts and Science), University of Trondheim, N-7055 Trondheim

phonology; pronunciation; spoken language; colloquial language; comprehension; language teaching; English language; foreign language;

phonologie; prononciation; langage parle; langage courant; comprehension; enseignement des langues; langue anglaise; langue etrangere;

The investigation will comprise: (1) A comparison between Norwegian students' intonational performance in English when consciously adhering to the system described by O'Connor & Arnold (1973) and their performance in natural connected speech (i.e. without conscious reference to an intonation marking system). (2) A comprehensive analysis of Norwegian students' usage of English intonation. (3) A phonological analysis of formal and informal colloquial English speech. (4) An analysis of Norwegian students' ability to comprehend formal and informal colloquial English speech. (5) Norwegian students' ability to comprehend formal and informal colloquial English speech as related to their intonational performance in English - localization and description of such a (possible) relationship.

Part 1 (comparison) of the investigation is in progress.

1237905

Modale hjelpeverb, særlig "shall" og "will",a/"skal" og "vil", i engelsk og norsk. (Modal auxiliaries, particularly "shall" and "will", in English and Norwegian.)

NO o 1975- 12300

Olsen, Anne-Marie L.;

Quirk, Randolph; (sup.)

Inst.: University of Trondheim, N-7055 Dragvoll, and University College London, Gower street, London WC1E 6BT.

Fin.: The Norwegian Research Council for Science and the Humanities

linguistics; grammar; English language; Norwegian language;

linguistique; grammaire; langue anglaise; langue norvegienne;

The aim of the study is to re-examine the functions and meaning of the modal auxiliaries in English, particularly of shall/will, and to compare and contrast English and Norwegian usage.

The material used for the English usage part was collected for the Survey of English Usage at University College London under the supervision of Professor Randolph Quirk. Similar material is being collected in Norway for the Norwegian language part.

1237906

Den vet best hvor sko(l)en trykker: En deskriptiv surveyundersøkelse om problemer i språkfagene norsk og engelsk i ungdomsskole og videregående skole. (A descriptive survey on problems in the subjects Norwegian and English on secondary levels.)

NO o 1979-1982 12300 x 11300

Evensen, Lars Sigfred;

Ingram, Elisabeth; (sup.)

Inst.: Institutt for anvendt språkvitenskap (Department of applied linguistics), University of Trondheim, N-7055 Dragvoll.

Fin.: University of Trondheim

foreign language; language teaching; English language; Norwegian language; linguistics; lower secondary; secondary school;

langue etrangere; enseignement des langues; langue anglaise; langue norvegienne; linguistique; secondaire premier cycle; ecole secondaire;

Applied linguistics is a new field in Norway. The field is characterized by being problem-oriented and interdisciplinary. The problems are of such a nature that linguistic insight is necessary for their solution. The project aims at establishing an overview of what a sample of students and teachers see as problems in Norwegian and English, the two languages most commonly taught in Norway.

The sample comprises students and teachers from 128 schools from all parts of Norway, covering grade eight and nine in the lower secondary school (14 to 16 years old). Students from the first two grades of the upper secondary level are also included in the sample, which is drawn by a stratified cluster sampling technique. The stratification is done by region, type of local community, type of school and age group.

Exploratory open-ended interviews have led to pre-coded mailed questionnaires through an extensive teacher, student and researcher cooperation.

Publ.: Evensen, L.S.: Den vet best hvor sko(l)en trykker....: Om problemer i språkundervisning. Språk og språkundervisning, vol. 12, 1979:3, p. 35.

1237907

Annet fremmedspråks stilling i ungdomsskolen. (The status of the second foreign language in lower secondary schools.)

NO o 1979-1982 12300 x 11300 x 17800

Tobiassen, Rolf;

Inst.: Romansk institutt (Institute of Romance Languages), University of Oslo, Box 1007 Blindern, N-Oslo 3.

Fin.: Ministry of Church and Education

language teaching; foreign language; third language; Finnish language; French language; German language; Russian language; Spanish language; choice of studies; lower secondary; upper secondary; school distribution; population density;

enseignement des langues; langue etrangere; deuxieme langue; langue finnoise; langue francaise; langue allemande; langue russe; langue espagnole; choix des etudes; secondaire premier cycle; secondaire deuxieme cycle; carte scolaire; densite de population;

The introduction of the 9-year compulsory school in Norway from the school-year 1974/75 was accompanied by the reduction in number of compulsory foreign languages studied in the 8th and 9th school year from two to one. foreign language no. 2 was to be optional, and pupils would be able to choose between five languages: Finnish, French, Russian, Spanish and German.

Some years following the reform, we are now investigating the way in which the new system functions: What kind of courses do the school offer? What do the pupils choose? Are there enough language teachers in the schools? What opportunities do the pupils have of continuing their language studies into upper secondary schools?

Lower secondary schools with pupils in their 8th and/or 9th year were chosen as subjects for investigation. Our aim was to include every secondary school in the entire country. We have information concerning 993 schools i.e. 96.2% of all schools for the school-year 1979/80. In addition we have data on 218 upper secondary schools i.e. 97% of all such schools offering a liberal studies programme for the same school-year.

This is an empirical investigation, based chiefly on separate questionnaires to the two levels of secondary schools. Apart from this, a three-year study has been made of announcements

in The Norwegian Gazette (Norsk Lysingsblad) requiring teachers able to teach languages other than English in secondary schools. A similar three-year study has been made in 14 towns, concerning the number of teachers being employed during the period to teach these same languages. Informative material intended for pupils and their parents has also been obtained for study.

From our findings may be mentioned briefly: 64% of pupils in the 8th year choose a second foreign language, and 51% of those pupils in the 9th year. The percentage varies systematically with the population density of the municipal area in which the school lies. German, compulsory subject in secondary schools before the reform, is the dominant second foreign language: 90% in 1979/80. French has, however, increased its share over a 5-year period from 2 to 10%. Finnish is taught in 4 schools in Finnmark. In the case of Spanish, only one-year courses are available. Russian is not been taught in any secondary school. Virtually the whole country is well covered as regards teachers of German: two classes share one teacher on average. Teachers of other foreign languages are either concentrated mainly in densely populated areas, particularly in the case of French, or are more randomly distributed. In all upper secondary schools offering a liberal studies programme, the pupils are able to continue their studies in German. Further courses in French, however, are only to be found in 1/4 of these schools. For the school-year 1979/80 there were no further courses offered in Finnish, Russian or Spanish.

1257602

Miljølæreprosjektet. (Environmental education in primary school (1-6): a curriculum development project.)

NO c 1969-1979 12500 x 14600 x 12100

Bjørndal, Bjarne; Lieberg, Sigmund;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education

primary school; curriculum; integrated curriculum; interdisciplinary; ecology; environment; teaching aids; innovation; information dissemination;

ecole primaire; programme d'etudes; programme d'etudes integre; interdisciplinaire; ecologie; environnement; moyens d'enseignement; innovation; diffusion de l'information;

The aims of the project were (1) to develop series of teaching-learning units in environmental education for primary school. (2) To gain experience of a theoretical methodological model for planning and teaching environmental education themes

with special regard to the relationship between educational and interdisciplinary factors. (3) To test a model for the diffusion of educational and interdisciplinary information to teachers. (4) To develop an interdisciplinary and cooperative approach for planning teaching-learning units. (5) To gain experience of teaching controversial issues in environmental education. (6) To qualify teachers for planning and teaching their own teaching-learning units in environmental education.

The sample consisted of approximately 20 classes at each of the grades 3-6 - altogether 80 teachers and 2,000 pupils from 8 regions in Norway.

Formative evaluation based upon teachers' reports, teachers' interviews and questionnaires or tests of pupils' attitudes, interests and motivation.

A final evaluation report is available in Norwegian. Some indicators point to the following changes in teaching strategies in the trial schools: More time spent on student activities such as excursions, laboratory work, experiments etc.; more time spent on the affective aspects of learning and teaching; more work on planning and structuring of learning activities; change from subject-based to integrated approach.

Publ.: Bjørndal, B. and Lieberg, S.: Miljølære i grunnskolen. Vår skole, vol. 60, 1974:4-5, p. 164-168.

Bjørndal, B. and Lieberg, S.: Environmental education in primary school. A presentation of a Norwegian curriculum development project. Scandinavian Journal of Educational Research, vol. 19, 1975, p. 131-151.

Bjørndal, B. and Lieberg, S.: Innføring i økopedagogikk. En studiebok for lærere. Oslo, 1975, 119p.

Lieberg, S.: Miljølæreprosjektet - arbeid og erfaringer. Vår skole, vol. 62, 1976:4, p. 288-293.

Lieberg, S.: Miljølæreprosjektet. Erfaringer med prosjektledelse, tverrfaglig samarbeid, samarbeid med lærere, skoler og pedagogiske sentra. In: Forsøks- og utviklingsarbeid i lærerutdanninga, Oslo, 1976, p.55-83.

1257603

Ny regning. (New mathematics.)

NO c 1969-1980 12500 x 11300

Karlsen, Odd; Johannessen, Kjell-Eirik;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb. (Superintendent of Schools in Oslo, Dept. of Ed. Research and Innovation), Strømsv. 102, N-Oslo 6

Fin.: Municipality of Oslo

primary school; lower secondary; new mathematics; teacher; teacher education; teaching practice; comparative analysis; Denmark; Norway;

ecole primaire; secondaire premier cycle; mathematiques nouvelles; enseignant; formation des enseignants; pratique pedagogique; analyse comparative; Danemark; Norvege;

MUNK (Matematikk-undervisningens nordiske komite = Nordic committee on Education in Mathematics) have conducted some promising developmental work in new mathematics; the local school authorities in Oslo and in Copenhagen have taken the initiative to continue this activity. The aims of the project were to find out how teachers with regular teaching practice are able to master the teaching of new mathematics in the elementary school, how children learn certain mathematical concepts, and how they are able to apply these when solving practical mathematical problems.

The experimental group consisted of six elementary schools in Oslo (20 classes) and 13 elementary schools in Copenhagen (20 classes). There was also a control group of the same size.

The pupils were tested, and there was a questionnaire for teachers. Feed-back has been provided for the authors of mathematical textbooks. New textbooks were tested and evaluated.

Preliminary results: The earlier most commonly used mathematical textbooks for the 2nd grade would seem to be not very effective. Use of symbols and theory in new mathematics "NY REGNING" for the firts three grades do not exceed the pupils' ability.

Publ.: Johannessen, Kjell-Eirik: "Ny regning" på barnetrinnet - et dansk-norsk samarbeid. P.I.P. Forsøk i Osloskolen. 1973:1. p.10-11.

Matematikkundervisning i 2. og 3. klasse - "Ny regning" - et samarbeidsprosjekt mellom Københavns Kommunale Skolevæsen og Skolesjefen i Oslo. Delrapport 1970-71 til 1972-73. Rapport nr. 31 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, 1976, 76p. + app.

Matematikkundervisning i 4. og 5. klasse. Delrapport skoleårene 72-73 til 74-75. Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid, 1978.

1257901

Trondheimsskolens matematikkprosjekt: Differensieringsspørsmålet i fokus. (The Trondheim school mathematics project: Focusing differentiation.)

NO 0 1978-1982 12500 x 11300 x 13200

Imsen, Gunn;

Inst.: University of Trondheim and Pedagogisk Senter, Bispehaugen, Trondheim.

Fin.: Ministry of Church and Education

mathematics; lower secondary; achievement; teaching method; interest; motivation for studies; sex difference; differentiated teaching; differentiation;

mathematiques; secondaire premier cycle; rendement; methode pedagogique; interet; motivation pour les etudes; difference de sexe; pedagogie differencie; differenciation;

The project is part of a 3-year study concerning the problem of individualizing the teaching of mathematics at the 1-9 levels of the compulsory school. The aim is to describe the present situation as to the pupils' mathematical achievement, instructional methods and learning activities. In addition, the pupils motivation towards the subject was studied.

The sample comprised 584 pupils at the levels 7-9, drawn at random from the municipality of Trondheim. Questionnaires were sent to pupils and teachers, and a motivational scale was constructed by factor-analytical methods.

Knowledge in elementary, practical calculations seemed not to be satisfactory for about 1/3 of the pupils. Instructional methods were mainly traditional (blackboard instruction, individual work and textbook bound). The motivational picture showed more indifference than excitement or anxiety and disapproval. Interesting social and sex differences appeared.

Publ.: Imsen, G.: Søkelys på matematikken i ungdomsskolen. Kunnskaper, arbeidsmåter og elevholdninger. University of Trondheim, 1981.

1257902

Regneferdighetsundersøkelse i Østfold. (Test of mathematical skills.)

NO 0 1979- 12500 x 11300 x 17400

Hammervoll, Tor; Melbye, Per Even;

Kilborn, Wiggo; (sup.)

Inst.: Halden lærerhøgskole (Halden College of Education), N-1750 Halden

Fin.: Grunnskolerådet (The Council for Primary Education), Box 8137 Dep, N-Oslo 1. and Lærerutdanningsrådet (The Norwegian Council for Teacher Education), Postbox 8150-Dep, N-Oslo 1

mathematics; new mathematics; primary school; evaluation; test; educational test;

mathematiques; mathematiques nouvelles; ecole primaire; evaluation; test; test scolaire.

At an early stage the work was concentrated on problems connected with the contents and position of the subject mathematics in today's primary school. During the last years there have been several drawbacks in connection with the new mathematics, and a hypothesis was that the knowledge of basic skills was poor. For this reason it was necessary to study the pupils' ability to master the four fundamental methods of treating figures.

One thousand pupils from each of the grades 4, 5 and 6 were tested.

Tests were developed for each of the four basic skills. The tests were so constructed that they started with easy questions and gradually went on to more difficult comprehensive ones. Each test constituted from six to eight levels. The time at the pupils disposal was 15-18 minutes, which was meant to be sufficient time even for the "weak" pupils to pass through the whole test. The four tests were given on four consecutive days.

The addition test showed a comparatively small difference in the results of the three grades. The percentage of errors varied from 7 to 14 on the easiest level to 24 - 33 on the most difficult one.

The subtraction test revealed a tendency in the direction of better results for the 6th graders than for the 4th and 5th graders. The percentage of errors varied from 16 to 33 on the easiest level to 30 - 40 on the highest.

The multiplication test revealed a great degree of uncertainty. In simple multiplication the 4th graders on an average made 50% mistakes, whereas the 6th graders showed an average of 30 %.

When multiplication of two-figured numbers was concerned, the percentage of errors for the three test-groups was 88, 77 and 66 respectively.

The division test was given only to the 5th and 6th grades. The percentage of errors varied from 36 to 48 on the lowest level, and from 46 to 64 on the highest one (only one-figured divisor).

Publ.: Hammervoll, T. & Melbye, P.E.: Matematikktest 4., 5. og 6. klasse. Halden lærerhøgskole, Publikasjon 5-1980.

1257903

Skolematematikken i Norge 1959-1976. (School mathematics in Norway 1959- 1976.)

NO o 1978-1982 12500 x 23300 x 27300

Gjø.e, Gunnar;

Inst.: Pedagogisk seminar i Oslo (The postgraduate Teacher Training Institute in Oslo), Box 1099 Blindern, N-Oslo 3

mathematics; reform of education; new mathematics; curriculum development; history of education;

mathematiques; reforme de l'enseignement; mathematiques nouvelles; elaboration de programmes d'etudes; histoire de l'education;

In the period 1959-1976 the educational system in Norway passed through profound changes, extending compulsory education from 7 to 9 years and a restructuring of secondary education. In the same period we witnessed an international reform of mathematics eduaction. The aim is to study the interaction of these reforms - how "the new math" at first was thought to be the mathematics of the 70's, but later rejected. This leads to an investigation of decision processes in curriculum development as well as a study of how the new ideas were presented in mathematics education, in curriculum plans, textbooks and in the classroom.

The method used is a historical approach. The analysis will be based on interviews and a study of documents, i.e. textbooks, curriculum plans, government archives, articles etc.

1257904

Naturfag - et faglig og pedagogisk problembarn. (School science and its educational problems.)

NO C 1979-1980 12500 x 11300 x 18100

Sjøberg, Svein; Lie, Svein; Lien, Svein Roar;

Inst.: Fysisk institutt (Institute of Physics), Box 1048 Blindern, N- Oslo 3

University of Oslo

Fin.: Ministry of Church and Education

science education; sciences; biology; chemistry; physics; upper secondary; curriculum development; attitude; girl; sex difference;

education scientifique; sciences; biologie; chimie; physique; secondaire deuxieme cycle; elaboration de programmes d'etudes; attitude; jeune fille; difference de sexe;

Science is taught as an integrated subject (biology, chemistry, physics) in grade 1 in upper secondary schools. This new subject raises many kinds of problems related to curriculum organization, teaching methods, teachers' qualifications etc. The aim of the project is to provide empirical evidence for future curriculum policy.

The sample comprised 1000 pupils from 75 upper secondary schools (grade 1 i.e. 16-17 years old) all over the country. Questionnaires and tests were used.

Data on attitudes, interests, teaching activities as well as scores on educational tests has been collected. Most problems are related to physics, especially for girls. In general, the level of abstraction is too high for most pupils. The project suggests major curriculum changes to be made.

Publ.: Sjøberg, S: Naturfag i søkelyset. Oslo: Tanum 1979.

Lien, S.R.: Fysikkfaget i skolen. Kunnskaper, forståelse, interesse. Oslo: Fysisk institutt 1980.

1257905

Ideer om fart og kraft. (Ideas about force and movement among Norwegian pupils and students.)

NO C 1980 12500 x 17300 x 10100

Sjøberg, Svein; Lie, Svein;

Inst.: Fysisk institutt (Institute of Physics), Box 1048 Blindern, N- Oslo 3

University of Oslo

Fin.: Ministry of Church and Education

science education; physics; cognitive development; concept; knowledge; concept formation; intuition; practical intelligence; pupil; student;

education scientifique; physique; developpement cognitif; concept; connaissance; formation de concept; intuition; intelligence pratique; eleve; etudiant;

Classical mechanics play an important role in physics curriculum at all levels. How "elementary" is "elementary mechanics", what kind of ideas and alternative theories do pupils and students hold? How are these affected by teaching?

600 pupils and students from schools and universities answered a written test with 10 items, mainly of a qualitative nature.

At all levels, the students do not "believe in" Newton's laws. The effect of teaching seems to be minimal. Alternative theories held by the students are used to explain problems related to forces and movement. These ideas are very close to historical scientific theories, mainly Aristotelian.

Publ.: Lie, S. & Sjøberg, S.: Fart og kraft. En empirisk undersøkelse og noen pedagogiske synspunkter. Oslo: Fysisk institutt 1980.

Sjøberg, S. & Lie, S.: Ideas about force and movement among Norwegian pupils and students. Oslo: Fysisk institutt 1980.

Sjøberg, S;: Kraft og bevegelse i historisk perspektiv. Oslo: Fysisk institutt 1980.

1257906

Jenter og fysikk. (Girls and physics education.)

NO 0 1980-1983 12500 x 17700 x 18100

Lie, Svein; Sjøberg, Svein; Stener-Olsen, Inga; Nilsen, Leif;

Inst.: Fysisk institutt (Institute of Physics), Box 1048 Blindern, N- Oslo 3

University of Oslo

Fin.: Ministry of Church and Education

science education; physics; achievement; attitude; interest; girl; sex difference; equal opportunity; educational opportunities;

education scientifique; physique; rendement; attitude; interet; jeune fille; difference de sexe; egalite de chances; chances d'education;

The percentage of women in science-related studies and careers is very low. At school, girls develop negative attitudes to science, and avoid it when curricular choices are made. The project is action-oriented and aims at changing the situation. Some background research will also be carried out.

Two separate studies are going on. (1) A survey with 1200 pupils at grade 7 (age 14) and (2) a case-study with 100 pupils at the same level.

A questionnaire for attitudes, interests and scientific knowledge is given to participants in the first study, whereas in the second 100 pupils are followed through one year with tests, interviews and observations to monitor differences between the sexes and how they change.

Preliminary results show that both sexes start science education with high expectations and positive attitudes. They do, however, differ in interest profile and also in practical skills. After 3 years of science education, the observed differences are very marked in attitudes, interests, achievement etc.

Publ.: Sjøberg, S. & Lie, S.: Girls and physics. Paper presented at "The International Conference on Girls and Science and Technology", Eindhoven, 1981.

1267602

Lokalhistorie i skolen. (Local history at school.)

NO c 1974-1979 12600 x 16200

Angvik, Magne;

Inst.: Bergen pedagogiske høgskole (Bergen College of Education), Landåssvingen 15, N-5030 Landås

Fin.: Ministry of Church and Education

history; local studies; teaching method; teacher education; local community; environment;

histoire; etudes locales; methode pedagogique; formation des enseignants; collectivite locale; environnement;

The aims of the project were (1) to work out new materials for the teaching of local history and environmental studies at schools; (2) to enable teachers to obtain experience in using different kinds of environmental material as part of their postgraduate work; (3) to give teachers in postgraduate education experience in using project methods.

Nine different study units have been tried out at different schools in Western Norway. Four of them are available from Bergen Teachers College.

Publ.: Angvik, M. (ed.): Heimstaden min. Eit undervisningsopplegg om Lindåshalvøya. Bergen lærerhøgskole, 1975.

Angvik, Magne (ed.): Hardangervidda. Bergen lærerhøgskole, 1978, 100p. ISBN 82-90253-04-4.

Angvik, Magne (ed.): Vannkraft og miljø. Bergen lærerhøgskole, 1977, 96p. ISBN 82-90253-00-1. (Nynorsk: 82-90253-03-6)

Angvik, Magne (ed.): Elva. Bergen lærerhøgskole, 1978, 99p. + 29p.

Angvik, Magne: Lokalsamfunnet som tema for pedagogisk utviklingsarbeid. Pedagogen, 1979:4, p. 17-19.

1267802

Læreplanutvikling i samfunnsfag. (Curriculum development in social science.)

NO o 1977-1979 12600 x 12100 x 25200

Monsen, Lars; Ålvik, Trond;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 Lillehammer.

Fin.: Ministry of Church and Education

curriculum development; social sciences; local community; school-community relation; teacher-pupil relation; cooperation; participation; student participation;

elaboration de programmes d'etudes; sciences sociales; collectivite locale; relation ecole-collectivite; relation maitre-eleve; cooperation; participation; participation de l'etudiant;

The aim was to study the possibility of realizing the following ideas:
1. The local environment as source when choosing content.
2. The possibility of joint planning between teacher and primary school pupils.

The sample comprised 30 teachers from the county of Oppland. The participants have themselves chosen to take part in the project.

Methods used were questionnaires, interviews, observation methods and discussions.

The main conclusion is that the project gave a diversified and illuminating test of the theory behind local curriculum development and that it is possible under certain conditions to realize the two ideas mentioned. The project will be followed up with more intensive studies of how teachers reason and work when taking decisions in connection with social science teaching.

1267803

Historie i videregående skoler. (History in secondary schools.)

NO o 1978- 12600 x 11300 x 12100

Rudeng, Erik;

Inst.: Hovseterveien 98, N-Oslo 7.

Fin.: Ministry of Church and Education

secondary education; secondary school; social sciences; history; curriculum subject; curriculum development; teaching programme; didactics; teaching method;

enseignement secondaire; ecole secondaire; sciences sociales; histoire; matiere d'enseignement; elaboration de programmes d'etudes; programme d'enseignement; didactique; methode pedagogique;

The traditional history curriculum based upon the Western unilinear idea of progress has been modified and distorted, but in no way thoroughly reassessed in the light of recent research and societal priorities. The aim of this study is to produce an overview of research and policy considerations relevant for designing history curricula for the 1980's.

Methods used are:
1. Studies of recent research literature in history, socialization theory, educational psychology and sociology, curriculum research.
2. Interviews with various key persons in the field of history didactics (Geschichtsdidaktik).
3. Cooperation with teachers testing out classroom material and with groups designing in-service training for history teachers.

Publ.: Galtung, Johan, Heiestad, Tore and Rudeng, Erik : On the last 2500 years in Western History, in: The New Cambridge Modern History, Companion Volume, (Ch. 13), Cambridge University Press 1979.

1267901

Mønsterplanens samfunnsfag - intensjon og realitet. En funksjonsanalyse basert på grunnskolens ungdomstrinn. (Social science in the Model Plan - intention and reality. An analysis based on the youth stage in basic school - lower secondary education.)

NO 0 1980-1983 12600 x 12100 x 11300

Lorentzen, Svein;

Inst.: Pedagogisk seminar (College of Education), Haakon Magnussonsgate 1B, N-7000 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education

social sciences; curriculum; curriculum development; reform of education; lower secondary;

sciences sociales; programme d'etudes; elaboration de programmes d'etudes; reforme de l'enseignement; secondaire premier cycle;

To what extent has the Norwegian basic school been able to realize the intentions laid down in the Model Plan with regard to the social sciences? If the project reveals an assumed gap between intention and reality, why are the intentions in the Model Plan not realized? What measures can be taken to realize the plans for social sciences in the Norwegian compulsory school?

650 teachers, representing 170 lower secondary schools, are drawn as a nationwide sample. The number of schools is 16% of

these schools in Norway. The sampled teachers cover 62% of the total teaching of social sciences in the participating schools.

Questionnaires are used for data-collection.

1267902

Håndbøker for lærere i kristendom og religionskunnskap. (Handbooks for teachers of religion.)

NO 0 1979- 12600 x 14100 x 28200

Borgen, Peder; Bøckman, Peter W.; Hognestad, Olav; Rian, Dagfinn; Øverland, Per;

Inst.: Institutt for kristendomskunnskap (Department of religious studies), N-7055 Dragvoll - Trondheim.

University of Trondheim

religious education; christian education; scripture; teaching aids; reference book;

education religieuse; education chretienne; ecriture sainte; moyens d'enseignement; ouvrage de reference;

The aim of the project is to support teachers of religion with suitable handbooks in fields not well covered by excisting literature. The main themes are religious pluralism, tolerance, New Testament backgrounds, evolution, sickness and healing, ecology, Norwegian free churches, interpretation of the Bible, historical research in the Bible and the Bible in literature.

Publ.: Borgen, P.: Religiøs pluralisme i bibelsk tid og i Norge i dag. Trondheim, 1979.

Borgen, P.: Det nye testamentes omverden. Trondheim, 1980.

Borgen, P.: Mennesket og naturen i kristendom og naturvitenskap. Trondheim, 1980.

Borgen, P.: Bibelen i brennpunktet for tro, historie og litteratur. Trondheim, 1980.

Øverland, P.: Norske frikirker. Trondheim, 1981.

1277601

Utprøving og framstilling av undervisningshjelpemidler til bruk i vevundervisningen. (Research and development in respect of equipment and resources for instruction in weaving.)

NO o 1976- 12700 x 14400 x 14500

Andersen, Elsa Lilledal; Gjelsvik, Liv; Hougen, Eva; Huse, Britt Utti;

Inst.: Statens pedagogiske høgskole i forming (State Teacher College of Art and Craft), Cort Adelersgt. 33, N-Oslo 2.

Fin.: Ministry of Church and Education and State Teacher College of Art and Craft Education.

teaching aids; audiovisual aid; photograph; educational film; craft; training method;

moyens d'enseignement; moyen audiovisuel; photo; film educatif; artisanat; methode de formation;

The aims are to study various methods of warping and dressing looms, to construct time-saving equipment and develop better working methods, and to make series of photos with accompanying text and film loops to aid students and teachers.

In the first part of the project, the following series will be completed: Warping with paddles; Sectional warping; Spreading the warp in a paddlecomb and winding the warp.

The methods used are questionnaires to students and discussions of working methods and equipment, together with the students experimentation in practical situations.

Publ.: Andersen, E. L. & Gjelsvik, L.: Renning med rennestikke. Sveiping med sveipekam. Oslo: Statens lærerhøgskole i forming, Veiledningstjenesten 1979.

1277801

Elevers motivasjon for musikkundervisningen. (Students' motivation for the musical activities in primary school.)

NO o 1978-1983 12700 x 11300 x 17500

Lillemyr, Ole Fredrik;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities

music; music education; primary school; teaching method; teacher-pupil relation; interaction; teacher participation; teacher role; motivation; interest; expectancy; achievement motivation; test;

musique; education musicale; ecole primaire; methode pedagogique; relation maitre-eleve; interaction; participation de l'enseignant; role de l'enseignant; motivation; interet; attente; motivation d'accomplissement; test;

The overall aim of the study is to examine significant aspects in elementary school students' motivation for the musical activities of the general music programme, especially focused towards their feelings of success in music at school. The theoretical background is recent elaborations of theories and theoretical viewpoints of R. W. White, B. Weiner, Martin L. Maehr and others. These all comprise momentous contributions to a broader perspective on human motivation.

The sample is 10-15 school classes (each of about 25 students) at fourth grade of the elementary school in Trondheim, with 10-15 music teachers participating. The sampling method will be a combination of cluster sampling and stratification.

the methods used are descriptive techniques and field experiments using tests, questionnaires, rating scales and direct observation.

A pilotstudy with two school classes in Trondheim and a prestudy with three school classes in Urbana, Illinois, are carried out. The main investigation of the project will be carried out in Trondheim in 1981 and 1982.

Publ.: Lillemyr, Ole Fredrik: Musikkundervisning i barneskolen. Forskningsmetode og en undersøkelse av elevmotivasjon. NAVF's rettleiingskontor, rapport nr. 17, Trondheim: NAVF 1979.

Lillemyr, Ole Fredrik & Nygård, Roald: Prestasjonsmotivstyrke. Tilpasning og utprøving av T. Gjesme/R. Nygård: "Achievement Motivation Scale" for bruk i 4. klasse i grunnskolen. NAVF's rettleiingskontor, rapport nr. 26, Trondheim: NAVF 1980.

Lillemyr, Ole Fredrik: Assessment of self-perception. Adaptation and try- out of A.T. Soares/L.M. Soares: "Self-Perception Inventory" in the fourth grade of the Norwegian elementary school. NAVF's rettleiingskontor, rapport nr. 27, Trondheim: NAVF 1980.

Lillemyr, Ole Fredrik: Musical abilities. Adaptation and try-out of A. Bentley's test "Measures of Musical Abilities" in the fourth grade of the Norwegian elementary school. NAVF's rettleiingskontor, rapport nr. 28, Trondheim: NAVF 1980.

Lillemyr, Ole Fredrik: Achievement motivation and the field of music education. Institute for Child Behavior and Development, Urbana-Champaign 1981.

Lillemyr, Ole Fredrik: Assessment of achievement motives, self-perception and musical abilities. A pilotstudy in a Norwegian elementary school. Institute for Child Behavior and development, Urbana-Champaign 1981.

1277802

Kartlegging og analyse av barns spontantale med henblikk på utarbeidelse av hjelpemidler i spesialundervisningen. (Mapping and analysis of children's spontaneous verbal language in order to work out better teaching aids for retarded children.)

NO o 1978- 12700 x 14100 x 10300

Skreslett, Arve;

Inst.: Pedagogisk-psykologisk tjeneste i Melhus (Educational andPsychological Service in Melhus), N-7084 Melhus.

Fin.: Ministry of Church and Education

child; pre-school child; handicapped; speech handicapped; cognitive development; language skill; speech; speech training; special education; teaching aids; entry to school; reading; writing; spelling; word recognition;

enfant; enfant d'age pre-scolaire; handicape; handicape de la parole; developpement cognitif; aptitude linguistique; parole;education de la parole; enseignement special; moyens d'enseignement; entree a l'ecole; lecture; ecriture; ortographie; reconnaissance des mots;

As an institution for school and pre-school service, our aim is to develop tools by which we can help retarded children in their acquisition of language skills, reading etc. Our main hypothesis is that many of the books and other material published are based on insufficient analysis and knowledge of children's language.

The sample comprises 31 seven year old children. Data are collected by naturalistic and seminaturalistic recordings, and are presented as word-frequency counts. The material is adapted for use in the teaching of reading, writing and articulation.

Publ.: Skreslett, Arve: Ordflomsanalyse av barns talespråk ved skolestart. Melhus 7879. Melhus: PP-tjenesten 1981.

1277803

Betong som formingsmateriale. (Concrete as a material in art education.)

NO o 1978- 12700 x 13400 x 17600

Moen, Peer-Bjarne;

Inst.: Statens pedagogiske høgskole i forming (State Teacher College of Art and Craft), N-1925 Blaker.

Fin.: Ministry of Church and Education

art education; artistic creation; craft; creative activities; creativity;

education artistique; creation artistique; artisanat; activites creatrices; creativite;

Concrete is a common material in the construction and building field. It is much used by artists in sculpture and murals, but not in art education in Norwegian schools.

The aim of this project is to develop simplified techniques and processes adapted to the level needed for art education in the schools. Later on these techniques could be tested for use at different levels.

Information must be collected from various sources; e.g The University of Trondheim and firms specializing in producing different types of concrete, to evaluate the material and experiment with new forms of concrete - fiberconcrete, moulds of styrofoam, sand, clay etc, colours and textures in ready-to-use mixtures.

1277901

Undersøking av språket til barn i førskolealder (ubas). (A study of the language of pre-school children.)

NO o 1978-1981 12700 x 10100 x 25100

Fosseng, Svenn; Bjørlykke, Bjørn;

Inst.: Stord lærarhøgskule (Stord College of Education), N-5414 Rommetveit.

Ministry of Consumer Affairs and Government Administration

Fin.: Ministry of Consumer Affairs and Government Administration

language; pre-school child; language development; spoken language; language skill; speech; speech skill; verbal behaviour; conversation; verbal interaction; nursery school; teacher-pupil relation;

langage; enfant d'age pre-scolaire; developpement du langue; langage parle; aptitude linguistique; parole; facilite de parole; comportement verbal; conversation; interaction verbale; ecole maternelle; relation maitre-eleve;

The study has two main aspects: (1) Investigating the language of nursery school children, from 2 to 7. (2) Teaching child language to students at the Teachers' college for pre-school education.

Our transcripted language recordings should illustrate language development (phonological, semantic, grammatical,

communicative) and verbal interaction in groups in the kindergarten.

Recordings of 7 nursery school teachers and 69 children have been made in kindergartens in the counties of Hordaland and Rogaland. The selected children have all been judged by the teachers as having a "normal" language development.

The recordings of adult-child and child-child dialogues were from informal routine situations. Recording and analyzing procedures serve as models for students' observation of child language during their training periods. The focus has been on language function and language stimulation.

The transcripted nursery school dialogues illustrate language development from 2 to 7 years and interaction in various types of groups. We have tested models for the description of group dialogues, using H. Vejleskov's model of language function (we developed a simplified version for student use) and R. Søderbergsh's model for the description of dialogues. We found a main difference between adult-child groups and children's groups as regards speech production and the use of language functions.

Publ.: Bjørlykke, B. and Fosseng, S.: Barnespråk i førskolelærarutdanninga. Pedagogen, vol. 28, 1980:1, p. 14-18.

Fosseng,S.: Språkutvikling og språkleg samspel hos barn i førskolealder. Norsklæreren, 1981:3.

Fosseng, S.: Språket i barnehagen. In: Rapport frå seminar om barnespråk. Byglandsfjord 25. - 27. febr. 1981. Oslo:NAVF, 1981.

1277902

Barns språkbruk i ulike oppvekstmiljøer, - overgang barnehage - skole. (Children's use of language in different social environmensts. The transition from pre-school to school.)

NO o 1980-1982 12700 x 10100 x 25100

Reithaug, Tone; Ressem, Toril;
Vislie, Lise; (sup.)

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities

language; spoken language; language skill; verbal behaviour; verbal interaction; teacher-pupil relation; childhood; pre-school child; pupil; nursery school; primary school; socio-economic status;

langage; langage parle; aptitude linguistique; comportement verbal; interaction verbale; relation maitre-eleve; enfance; enfant d'age pre-scolaire; eleve; ecole maternelle; ecole primaire; statut socio-economique;

The aim is to study children's use of language in different contexts. The pedagogical practice in Norwegian pre-schools is quite different from that in schools. We are studying how different pedagogical practices influence children's language usage. Is the influence stronger on disadvantaged children than on advantaged children? The study is based on the theories of I. S. Vygotsky, A. R. Luria, G. H. Mead and M. A. K. Halliday.

The samples are two groups of pre-school children, aged 5-7 years, selected from different areas of Oslo, and two school classes, first form selected from the same same areas of Oslo. (The areas in question are quite extreme according to socio-economic status and living conditions.)

Methods used are observation and tape-recordings in natural pedagogical situations. Analysis of data according to a set of language categories based on among others M. A. K. Halliday's categories

1277903

Språkdiagnostisk test for førskolebarn. (Diagnostic speech test for pre-school children.)

NO 0 1978-1982 12700 x 17400 x 10300

Fintoft, Knut; Mjaavatn, Per Egil; Gjettum, Bente; Bollingmo, Marit; Feilberg, Julie; Efterdal, Per Olav;

Inst.: Lingvistisk institutt (Department of linguistics), N-7055 Dragvoll

University of Trondheim

Fin.: Ministry of Church and Education

language; pre-school child; spoken language; pronunciation; language skill; speech; speech skill; diagnosis; diagnostic test; speech defect; speech handicapped; speech therapy; special education;

langage; enfant d'age pre-scolaire; langage parle; pronorciation; aptitude linguistique; parole; facilite de parole; diagnostic; test de diagnostic; trouble de la parole; handicape de la parole; orthophonie; enseignement special;

The aim of the project is to create a test by which children with symptoms of diverging or delayed speech development can be picked out at an early stage in order to give them an adequate speech and language training. The test is meant for 4 year old children.

As we know very little about the speech in normal 4 year old Norwegian children we have sampled speech material from about 80 normal children speaking different dialects. The material is a dialogue between a child and an adult while they are playing together.

The children's speech is transcribed phonetically in order to investigate mispronunciation. The dialogue between the child and the adult is analysed. The syntax and the morphology in the utterances produced by the children is investigated. An analysis of the children's language function is also carried out.

Publ.: Gjettum, B.: Utvikling av språkdiagnostisk test for førskolebarn. In: Rapport fra Konferanse om språkprøver, Oslo: NAVF 1979, p. 39-49.

Fintoft, K.: Språkdiagnostisk test for førskolebarn. Stockholm: Child Language Res. Inst., 1980:5, p. 114-122.

Fintoft, K.: Språkdiagnostisk test for førskolebarn. In: Rapport fra Konferanse om barnespråksforskning. Oslo: NAVF 1981, p. 139-158.

1277904

Innføring i rytme (musikk). (Introduction to rhythm (music).)

NO C 1976-1979 12700 x 14100 x 13100

Nagelhus, Lorents Aage;

Inst.: Trondheim lærerhøgskole (Trondheim College of Education), Breidablikkveien 39, N-7000 Trondheim

Fin.: The Norwegian Council for Teacher Education

music; music and movement; music education; musical instrument; rhythm; teaching aids; teaching method; art education; primary school;

musique; rythmique; education musicale; instrument de musique; rythme; moyens d'enseignement; methode pedagogique; education artistique; ecole primaire;

The background for this project was a need for change in the teaching of music at school and the necessity for new materials in the study of music.

Materials were composed for teachers' use in primary school: Methods for teaching, arrangements with use of xylophones, metallophones, rhythm-instruments etc. Transparencies and discs with music arrangements and new music in the tonality of pentatonic and major/minor style. Materials are used in teacher training and in the primary school.

Through questionnaires from teachers in primary school and from the students, positive interest towards material and

project has been registered.

Publ.: Nagelhus, L. A.: Innføring i rytme. Trondheim lærerhøgskole 1976.

Nagelhus, L. A.: Innføring i rytme. FOU-arbeid ved Trondheim lærerhøgskole 1976-79. Pedagogen, 1980:5, p. 40-44.

1277905

Barneteater - teater for, om og av barn. (Children's theatre - theatre for, about and by children.)

NO 0 1977-1982 12700 x 10100

Hagnell, Viveka E.; Freudenthal, Birgitta; Hansen, Gert Allan; Voje, Gerd Inger; Wiksen-Næser, Eva; Remfeldt, Jens;

Inst.: Institutt for drama, film og teater (Institute of Drama, Film and Theatre), N-7055 Dragvoll

University of Trondheim

Fin.: The Nordic Culture Foundation

theatre; school play; drama; child; art education; socialization;

theatre; theatre scolaire; art dramatique; enfant; education artistique; socialisation;

The project is divided in two parts: (1) A descriptive study of theatre for and by young people in the world, with emphasis on the Scandinavian countries, and (2) An empirical study of intentions and effects of children's theatre of different kinds, with different kinds of pedagogical work before and after the visit to the theatre to recommend how children's theatre may be part of the socialization process.

Children's theatre, both for and by young people, has been studied for five years in Scandinavia. Methods used were historical description, interviews, projective techniques like drawings and compositions and videorecordings during the performances.

There is too often a gap between the intentions of the theatre ensemble and the reactions of the young audiences. The actors are often playing "over" the children's ability to comprehend. The efforts to engage the public often result in mere activization of a superficial kind, the follow-up is to rare etc.

1277906

Teater i skolen. (Theatre in school.)

NO 0 1980-1982 12700 x 12100

Hagnell, Viveka E.; Wiksen-Næser, Eva;

Inst.: Institutt for drama, film og teater (Institute of Drama, Film and Theatre), N-7055 Dragvoll

University of Trondheim

Fin.: Ministry of Church and Education

theatre; school play; drama; art education; curriculum subject;

theatre; theatre scolaire; art dramatique; education artistique; matiere d'enseignement;

How can theatre in school be a part of the educational programme? How can theatre be an integrated link in school work, not only a recreational activity? These questions are the main problems of this project, having as its background Children's Theatre Research under the Nordic Culture Foundation.

Theatre for and by children in schools in Trondheim has been studied, both professional and amateur performances. Techniques used are observation, interviews, enquetes and projective techniques like drawings, talks and written reports.

1277907

Analyser i moderne dramapedagogikk. (Analysis in modern educational drama.)

NO 0 1980-1983 12700 x 13100

Braanaas, Nils;

Hagnell, Viveka E.; (sup.) Andersen, Øivind; (sup.)

Inst.: Institutt for drama, film og teater (Institute of Drama, Film and Theatre), N-7055 Dragvoll

University of Trondheim

Fin.: Ministry of Church and Education

theatre; school play; drama; mime; art education; teaching method; improvisation; spontaneity;

theatre; theatre scolaire; art dramatique; mime; education artistique; methode pedagogique; improvisation; spontaneite;

Research of modern trends in educational drama based upon a model including theoretical framework, aims, methodology and relationship to theatre. A comparison between different trends influenced by different forms of education: progressive, formal or emancipatory.

Progressive European education and creative aspects, especially in view of drama with an analysis of the works of English drama pioneers like Caldwell Cook, Peter Slade, Brian May, Dorothy Heathcote and Gavin Bolton.

The construction of a model of analysis and investigation of educational drama literature in our century in England, USA and in the Scandinavian countries.

1277908

Barn og ungdom - teater og dans i antikken. (Children and youth - theatre and dance in antiquity.)

NO 0 1980-1983 12700 x 26400 x 12600

Braanaas, Nils;

Hagnell, Viveka E.; (sup.) Andersen, Øivind; (sup.)

Inst.: Institutt for drama, film og teater (Institute of Drama, Film and Theatre), N-7055 Dragvoll

University of Trondheim

Fin.: Ministry of Church and Education

theatre; drama; mime; dance; art education; child; youth; history of art; history of education; ancient history; religious behaviour;

theatre; art dramatique; mime; danse; education artistique; enfant; jeunesse; histoire de l'art; histoire de l'education; histoire ancienne; comportement religieuse;

A historical survey of the relationships between children and youth, and dance and drama in classical Greece on a religious, anthropological and educational background to describe the position of dance and drama in ancient Greek education.

The main emphasis is on children and youth as spectators and participants in classical Greek theatre and in the great religious festivals; their functions in Greek society as dancers and actors.

1287602

Sosialisering til idrettsroller. (Socialization as regards sport roles.)

NO o 1973- 12800 x 17600

Stensaasen, Svein;

Inst.: Norges idrettshøgskole (The Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8. and University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities

sport; competitive sport; role; role expectation; role perception; socialization; leisure; youth; motivation;

sport; sport de competition; role; attente de role; perception de role; socialisation; loisir; jeunesse; motivation;

The purpose of the project is to highlight (1) how people become socialized to different sport roles; (2) what factors and persons influence the forming of sport roles; (3) what periods in the life cycle are particularly important for sport role socialization; (4) why some individuals become exceptional athletes.

The two samples were drawn at random and are representative respectively of adults aged 26 to 35 and adolescents about 16 years of age in Oslo, each sample consisting of 250 males and 250 females. Three samples of top level athletes in track and field events, cross country skiing and soccer, 50 of each sex, were also included.

Data were collected by means of individual interviews (adults), interviews on a group basis (adolescents), and mailed questionnaires (top level athletes).

The project is the Norwegian part of an international project coordinated by Kenyon, University of Waterloo, Canada.

Publ.: Stensaasen, S., Olsen, E. and Kristoffersen, K.: Idrett, individ, samfunn. Rapport nr. 1 om prosjektet. Idrettspedagogiske problem, no. 13, Norges idrettshøgskole, Oslo, 1974, 31p.

Stensaasen, S.: Socialization to sport roles. Norges idrettshøgskole, Oslo, 1976, 60p.

Olsen, E.: Sosial bakgrunn og idrettsaktivitet blant voksne i Oslo. Norges idrettshøgskole, Oslo, 1976, 25p.

Stensaasen, S.: Barn og unges forhold til idrett. Idrettspedagogiske problem, no. 20, Norges idrettshøgskole, Oslo, 1977, 30p.

1287603

Trafikkopplæringa i grunnskolen. (Road safety education in primary and lower secondary schools.)

NO C 1974-1979 12800 x 11300

Arnestad, Aashild Bjerke;

Inst.: Levanger lærerskole (Levanger college of education), N-7600 Levanger.

Fin.: Ministry of Communications and Ministry of Church and Education.

road safety; teacher education; teaching method; attitude; primary school; lower secondary;

securite routiere; formation des enseignants; methode pedagogique; attitude; ecole primaire; secondaire premier cycle;

The aims of the project were: (1) to describe and analyse road safety education in primary and secondary schools with a view to content and teaching methods in connection with background variables such as teachers' education, resources of the school and the traffic density in the area: (2) to describe and analyse the pupils' understanding of and attitudes towards traffic regulations.

Sample and methods: Questionnaires to pupils in 3rd, 6th and 9th grades - in all to 96 schools and 144 classes. Questionnaires to the teachers of these pupils and to an equal number of teachers of the same grades. Short questionnaires to headmasters and municipal officers.

Road safety instruction is usually carried out by teachers who take the class in other subjects too. Most teachers felt that they were less well equipped to teach road safety than they were to teach other subjects. They were therefore desirous of improving their basic knowledge and wanted more guidance and assistance with this part of the school curriculum.

At every stage the time devoted to road safety instruction was less than that presupposed by the official plan. Whereas it was common for children who had just started school to receive road safety instruction every year, it was less usual at the intermediate stage, and still less customary among senior pupils.

The pupil's knowledge and understanding of the subject could not be described as poor, but nor could they be said to be of a standard sufficient to ensure that the children would know how to act in the situations most commonly met with in traffic.

There were small differences between one traffic environment and another, but children living in towns and urban areas tended to be somewhat better informed than those living in areas with less traffic.

At every stage boys had better knowledge than girls.

School-children's knowledge seems to be linked with the time spent on teaching them road sense, activity and interest in the subject;less certain with their teachers' qualifications in regard to the subject.

Publ.: Arnestad, Ashild Bjerke: Trafikkopplæringa i grunnskolen. Kartlegging av omfang, innhald og elevkunnskap og analyse av plan og lærestoff. Oslo: Transportøkonomisk institutt 1979.

1287801

Lekmessig læring i idrettsundervisningen. (Learning through games in physical education.)

NO C 1978-1980 12800 x 13300 x 13100

Haagensen, Bengt;

Inst.: Høgskolen i Alta (Finnmark Regional College), N-9510 Elvebakken

Fin.: Finnmark Regional College

physical education; play; simulation game; directed exercises; sport; training method;

education physique; jeu; jeu de simulation; travaux diriges; sport; methode de formation;

The aim of the project was to develop brief and simple courses (20 lessons) covering different areas of sport and physical education. By educational games and simple exercises the intention was that these courses could constitute a new contribution to the methods used in the teaching of physical education.

The games are tested in sports clubs and teacher-training classes on children and youth in different age groups.

In addition to the development of the games, the theoretical basis and principles behind the practical use has also been elaborated, and the material has been published in 11 booklets covering different disciplines and activities.

1297801

Logiske trenere og funksjonsmoduler for trenere. (Logical trainers and functional modules for trainers.)

NO C 1978-1979 12900 x 22200 x 14100

Nymark, Nils;

Inst.: Nortronic A.S ,Box 24, N-1380 Heggedal

Fin.: The Royal Norwegian Council for Scientific and Industrial Research

teaching aids; simulation; computer; symbolic logic; electronics; electronical equipment; computer engineering; vocational education;

moyens d'enseignement; simulation; ordinateur; logique mathematique; electronique; equipement electronique; technologie des ordinateurs; enseignement professionnel;

The aim was to develop, design and produce electronic trainers for both digital and analog circuitry.

Four different trainers with associated software are now for sale. A series of functional modules for implementing a demonstration of analog circuit concepts with the same trainer is under testing.

1317601

Forandring ved selvsyn. (Educational innovation as result of local initiative and participation.)

NO C 1976-1979 13100 x 16300 x 17700

Eikeland, Agnar; Håstein, Hallvard;

Inst.: Eik pedagogiske høgskole (Eik College of Education), N-3109 Loftseik.

Fin.: Ministry of Church and Education

innovation; reform of education; self-management; attitude; teacher behaviour; attitude change; action research;

innovation; reforme de l'enseignement; autogestion; attitude; comportement de l'enseignant; changement d'attitude; recherche action;

In our daily contact with teachers we frequently observed: (1) an increasing tiredness towards demands from outside the school for changes and educational reform; (2) teachers seem to be more motivated for changes when they are the result of a local initiative; (3) teachers who already have carried out certain changes with some success will more easily go on with other attempts for changes - even when these are coming from

institutions outside the school.

Against this background the project was an attempt to develop materials and methods which could be of help for a group of teachers to analyse the resources within their own school and thereby activate these in an innovation process.

The methods used were organization development in 2-3 schools, and continous evaluation and follow-up of local innovation projects in 12 schools.

1327801

Individualisert undervisning. (Individualized instruction.)

NO C 1977-1980 13200 x 17600 x 11300

Lillemyr, Ole Fredrik; Bakken, Tormod; Undheim, Johan;

Søvik, Nils; (sup.)

Inst.: University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities

individualized teaching; individualization; individual characteristics; integration; parent-teacher relation; school readiness; primary school; reading; spelling; learning difficulty; special education;

enseignement individualise; individualisation; caracteristique individuelle; integration; relations parents-enseignants; maturite scolaire; ecole primaire; lecture; ortographe; trouble de l'apprentissage; enseignement special;

There are several reasons why studies in individualized instruction have become an urgent research field in recent years. In many European countries as well as in the United States, efforts are being made in order to adapt school to individual differences among students. Althoug this has been a main aim for a child-centered school from the beginning of the century, development work in the area of curriculum and instruction as regards objectives, content, and instruction methods in the elementary school, became significant once the IPI-, IGE-, and PLAN-system in the U.S.A. were developed during the sixties and seventies. Simultaneously, research started to throw more light on the problems connected with individualized instruction.

Consequently, we carried out the project PODIN in Trondheim from 1972 to 1975. Our new research project concerning individualized instruction (INDUN) can be considered a replication and a continuation of the project PODIN. A system of systematic cooperation between teacher and parents is used as an extension of the experimental variable of individualized instruction at school.

A pilot study started with two school classes in autumn 1977. 16 classes were chosen for the main research project in autumn 1978. Half of the sample was first-graders, whereas the second half of the sample consisted of second-graders.

The empirical studies were carried out partly as field experiments and partly as individual case studies in four different schools in Trondheim. In autumn 1978 observations and testing of subjects involved in the project were started, and subjects' parents were interviewed. At the same time in-service training of teachers in the experimental classes was begun in order to have the experimental programme of individualized instruction implemented at school.

Results from the pilot studies have been reported.

The final data from the project were collected in December 1980. The statistical analyses of the INDUN data are being performed, and the final report is supposed to appear 1982.

Publ.: Lillemyr, Ole Fr.: INDUN-prosjektet. Individualisering - et sentralt problem for skolen. Rapport nr. 1, NAVF's rettleiingskontor, Universitetet i Trondheim, 1978.

Lillemyr, Ole Fr. & Søvik, Nils: INDUN-prosjektet. Resultat og erfaringer frå forstudiene. Rapport nr. 2, NAVF's rettleiingskontor, Universitetet i Trondheim, 1978. 1982.

1327901

To-lærersystemet i spesialundervisning i vanlig skole. (Co-teaching in special education in ordinary schools.)

NO 0 1980-1982 13200 x 11300 x 19400

Dalen, Monica; Karlsen, Gudrun Strand; Dahl, Marit;

Inst.: Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Church and Education and
The Norwegian Research Council for Science and the Humanities

integration; team teaching; individualized teaching; special education; handicapped; differentiation; innovation; primary school; class size;

integration; enseignement en equipe; enseignement individualise; enseignement special; handicape; differenciation; innovation; ecole primaire; dimension de la classe;

In recent years an increasing number of handicapped children have been given compulsory education in ordinary schools and classes. In many cases, teaching programmes for these children have been organized through cooperation between two teachers, one regular classroom teacher and one special education

teacher. The present research project is designed to bring forth knowledge about various aspects of this type of co-teaching.

Headteachers and teachers in primary schools in three local school systems in Norway are studied. Questionnaires are used together with classroom observation of co-teaching to describe and analyse what is actually going on in classrooms where two teachers work together. An innovation project is started in the involved schools to further develop co-teaching as a pedagogical tool.

The preliminary results are: Co-teaching seems to be the most common form of organizing special education, especially in lower grades. The system is used most frequently in schools with large-sized classes. Special classes, groups and individual teaching are used to a less degree. Altogether 84% of the teachers involved have previous experience with co-teaching. Some of these (25%) are no longer using the system.

The classroom observations show that co-teaching is most frequently organized as a "main teacher and assistant teacher" cooperation, the special education teacher acting as "assistant", with responsibility for one pupil or a small number of pupils. Very little joint planning of the lessons is done by the two teachers, and within the classroom they seem to be dividing the tasks between them in various practical ways, rather than actually working together.

Besides ordinary classroom teaching, individual instruction is used in these classes to a much larger extent than what would be expected in a classroom with one teacher. Differentiation, however, is done mainly by giving the pupils an opportunity to work at their own speed. With small variations, all the pupils are exposed to the same subject matter and to the same activities.

According to the evaluations both of the teachers involved and of the observers, the pupils on the whole seem to react positively to the co-teaching lessons. This observation applies to both able and less able pupils, although the more able seem to show noticeably more interest. It is the teachers' opinion that both able and less able pupils benefit from co-teaching, to about the same degree. Also, in the teachers' view the need of the pupils for social contact is met to a reasonably satisfactory degree in the co-teaching lessons.

Publ.: Dalen, Monica: Søkelyset på to-lærersystemet som spesialpedagogisk tiltak. Hvor utbredt er systemet og hvilke erfaringer har lærere med systemet? Hosle: SSLH 1981.

1417802

Læremidler i datamaskinteknikk. (Teaching aids in computer science hardware.)

NO o 1978-1979 14100 x 12900 x 22200

Sørland, Jon M.; Ødegaard, Reidar;

Inst.: Agder ingeniør- og distriktshøgskole (Agder Engineering and Regional College), Groosveien 36, N-4890 Grimstad.

Fin.: The Royal Norwegian Council for Scientific and Industrial Research and Industrial funds.

computer; computer engineering; computer science; teaching aids; computer-assisted instruction; textbook; simulation;

ordinateur; technologie des ordinateurs; informatique; moyens d'enseignement; enseignement assisté par ordinateur; manuel d'enseignement; simulation;

Agder Regional College has been involved in the teaching of computer technology. The lack of teaching aids, such as textbooks and trainers, was felt as a problem. A publishing house (NKI-forlaget) together with a hardware producer (NORTRONIC), are cooperating with Agder Regional College in order to produce a textbook on microprocessors and a microprocessor trainer. Microprogramming can be demonstrated at the trainer, in addition to the computer's states, machine cycles and architecture.

In addition to the trainers (see project 1297801), a textbook on microprocessors, together with demonstration examples, experiments and exercises has been completed.

1417803

Programpakke til skoledatamaskin. (Software package for an educational computer.)

NO o 1978- 14100 x 22200 x 12900

Olausen, Arve; Andersen, Paul Bjørn; Gifstad, Bjørn-Olav;

Inst.: RUNIT, University of Trondheim, N-7034 Trondheim; ELAB-NTH, University of Trondheim, N-7034 Trondheim, and Agder ingeniør- og distriktshøgskole (Agder Engineering and Regional College), Groosveien 36, N-4890 Grimstad..

Tandberg Data.

Fin.: The Royal Norwegian Council for Scientific and Industrial Research and Tandberg Data

computer; teaching aids; computer engineering; administration;

ordinateur; moyens d'enseignement; technologie des ordinateurs; administration;

Since 1975 a development work has been carried out in the field of educational computers. The The Royal Norwegian Council for Scientific and Industrial Research, certain research institutes and the firm Tandberg have been involved in this project. the first part of the project is terminated and followed by a new starting this year, supported by a grant of NOK 300.000 from The Royal Norwegian Council for Scientific and Industrial Research.

The project comprises three parts:
1. Further development of the programming language Basic;
2. Development of a hardware multiplier;
3. Development of a decentralized microcomputerbased administration program for individual schools.

Since the school system is at a very early stage in the application of the computer, the project is introducing this new field slowly step by step in a pilot period. Experiences are carefully collected by the users and the supplier. Based on these the final program material is developed.

1417804

Læremiddelprosjektet. Læremidler for spesialundervisning og hjelpetiltak i skoleverket. (Instruction materials for special education and remedial teaching.)

NO o 1977- 14100 x 28100 x 10300

Kristiansen, Rolf; Østli, Arne; Orre, Thorleif; Garli, Nils; Hanssen, Vidar; Haukland, Kjerstin;

Inst.: Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Church and Education and The Royal Norwegian Council for Scientific and Industrial Research

special education; remedial teaching; handicapped; special school teacher; resource centre; teaching aids; textbook; toy; information need; thesaurus; information system; information dissemination; information retrieval; eudised;

enseignement special; enseignement de rattrapage; handicape; educateur specialise; centre de materiel didactique; moyens d'enseignement; manuel d'enseignement; jouet; besoin d'information; thesaurus; systeme d'information; diffusion d'information; depistage de l'information; eudised;

The main aims of the project are ;
1. To give a description of the availability of teaching aids designed for special education and remedial teaching.

2. To undertake an investigation of the need for different types of teaching aids.
3. To collect ideas for further development and production of materials in these areas.
4. To establish a data base for information on teaching aids, accessible via traditional channels and for on-line computerized retrieval.
5. To initiate and develop cooperation with existing information systems in neighbouring areas.

The needs analysis was done in 1978, covering a representative sample of 1100 teachers in different types of school, and at all levels of education. The information from this study constitute the point of departure for the developmental work.

The collecting of information on teaching aids covering pre-school education and secondary education had to be given priority in the first phase of the project, due to the fact that primary school needs were already covered by a catalogue. The primary school catalogue is now under revision for inclusion in the same data base. In addition to bibliographical information, the objects are described and given a preliminary evaluation concerning practical use.

To index the collected material, a thesaurus of possible descriptors has been elaborated. This thesaurus is now being tested with computerized free-text retrieval. From these experiences, the thesaurus will be revised and preparations made to exchange information with other systems and possibly the other Nordic countries. The thesaurus development is done in close cooperation with the Council of Europe and the work on the extension of the EUDISED Multilingual Thesaurus to cover special education.

Publ.: Kristiansen, Rolf: Informasjonssystem for læremidler, Hosle: LMP, Statens spesiallærerhøgskole, 1979, 14 p.

Kristiansen, Rolf: En kort orientering om Læremiddelprosjektet 1977-1979 ved Statens spesiallærerhøgskole, Hosle: LMP, Statens spesiallærerhøgskole, 1980, 16 p.

Kristiansen, Rolf and Østli, Arne: An information system for special education and remedial teaching. A Norwegian and a Nordic approach, Hosle: LMP, Statens spesiallærerhøgskole, 1980, 15 p.

Haukland, Kjerstin, Orre, Thorleif and Kristiansen, Rolf: Foreløpig stikkordliste til bruk ved læremiddelregistrering. Utprøvingsutgave. Hosle: LMP, Statens spesiallærerhøgskole, 1980, 37p.

1417805

Bruk av undervisningsmedier. Læreplaner for videreutdanning av lærere i mediapedagogikk.(Curriculum plans for further education of teachers in the field of educational media.)

NO o 1977- 14100 x 28100 x 16200

Dahl, Asle Gire;

Inst.: Bergen pedagogiske høgskole (Bergen College of Education), Landåssvingen 15, N-5030 Landås

resource centre; teaching aids; audiovisual aid; media technology; teacher education; further education of teachers; curriculum development;

centre de materiel didactique; moyens d'enseignement; moyen audiovisuel; mediologie; formation des enseignants; perfectionnement des enseignants; elaboration de programmes d'etudes;

The training of teachers in the field of educational media, has a short tradition in Norway. In the years following the war, teacher training colleges offered only elementary instruction in the use of the most common audiovisual media.

The development of technology has brought new forms of media to the schools, and the teachers were faced with a challenge. Technology gave the equipment, commercial firms produced the instructional materials, and school reforms demanded to a certain degree that these resources should be used in daily instruction. It therefore became necessary to prepare teachers to use audiovisual aids, organize materials in the library, and guide pupils in how the media can be used in the learning process.

The aims of the study is to survey existing courses in media technology, point out areas in need of support, and prepare the further development of this part of teacher education in Norway.

Preliminary results show these areas creating difficulties:
1. Lack of teachers who can give instruction in these subjects.
2. Difficulties in finding another basic philosophy apart from B. F. Skinner's instructional technology.
3. Little relevant literature in Scandinavian languages.
4. Low educational capacity, unable to cover the need.
5. The education is very expensive.
6. A functional information system is lacking.

A draft curriculum plan has been elaborated, still waiting for official approval.

1417901

Utarbeiding av læremiddel om lokalsamfunnet - Høylandet kommune. (Development of teaching aids and methods for a local community - Høylandet rural district.)

NO 0 1980-1982 14100 x 25200 x 11300

Røed Nielsen, Astri;

Aase, Asbjørn; (sup.) Gotaas, O.; (sup.) Nørstebø, G.; (sup.)

Inst.: Geografisk institutt (Department of Geography), NLHT, N-7055 Dragvoll.

University of Trondheim

local community; rural area; local studies; teaching method; teaching aids; lower secondary;

collectivite locale; zone rurale; etudes locales; methode pedagogique; moyens d'enseignement; secondaire premier cycle;

A project of collaboration between University of Trondheim, the Director of Education in Nord-Trøndelag, the County of Nord-Trøndelag and the rural district of Høylandet. The aims of the project are to develop teaching aids about the local community for use in lower secondary schools to

- improve the pupils interest in their community
- increase pupils' knowledge of resources and the planned development in their district
- adjust local variations to education, especially to compulsory subjects like environment and landscape conservation
- improve the pupils' knowledge of social and political planning processes.

Field testing of alternative aids and methods.

1427801

Barnelitteratur i førskolealder. (Literature for pre-school children.)

NO C 1975-1979 14200 x 11200 x 18100

Gravir, Magnhild;

Inst.: Barnevernsakademiet i Oslo (Academy of Early Childhood Education), Prof. Dahls gate 26, N-Oslo 2.

Fin.: Ministry of Church and Education

pre-school child; pre-school age; pre-school education; nursery school; children's book; literature; teacher education; textbook;

enfant d'age pre-scolaire; age pre-scolaire; education pre-scolaire; ecole maternelle; livre pour enfants; litterature; formation des enseignants; manuel d'enseignement;

In a situation with no suitable handbook in children's literature for nursery school teacher training colleges, the project had as its aim to work out a handbook dealing with analysis and evaluation of children's literature.

Various books for children were tested and evaluated by about 400 students. Methods used were:
Registration and typologication of literature for children in nursery school;
Collecting and systematizing material about children's and adults' reactions to literature;
Registration of positive and negative evaluations which children and adults have expressed in different books for children.

Publ.: Gravir, Magnhild & Imenes, Olav: Bøker for barn: analyse - vurdering - formidling. Oslo: Universitetsforlaget 1979.

1427901

Lærebøkene og skolens innhold. (The textbooks and the content of the school.)

NO 0 1980-1983 14200 x 12100

Bjørndal, Bjarne; Bjørnsrud, Halvor;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education

teaching aids; textbook; curriculum; teaching programme; curriculum development;

moyens d'enseignement; manuel d'enseignement; programme d'etudes; programme d'enseignement; elaboration de programmes d'etudes;

The background of the project is the recent trends and developments in the structuring of textbooks and the impact of newer curriculum ideas. The main question is: How might textbooks "shape" the content and aims of the school?

Norwegian, Danish and Swedish textbooks are studied. The sample comprises approximately 120 Norwegian textbooks. Two minor samples of Danish and Swedish textbooks are used for reference and comparison.

The project has the following research strategies: (1) A study of characteristic features of the international "curriculum reform" (1960-1970) with special reference to the impact on textbooks. (2) Evaluation of textbooks with reference to a list of criteria. (3) An analysis and evaluation of adoption procedures in Norway.

1457801

EDB-understøttet fjernundervisning - utprøving av et system. (Computer assisted distance education - evaluation of a system.)

NO o 1973-1982 14500 x 14600 x 22200

Gåserud, Anders J.;

Inst.: Norsk Korrespondanseskole - NKS (Norwegian Correspondence School), Industrigt. 41, N-Oslo 3.

Fin.: NKS

distance study; correspondence education; computer; achievement; attitude; computer-assisted instruction; automation; feedback;

enseignement a distance; enseignement par correspondance; ordinateur; rendement; attitude; enseignement assiste par ordinateur; automatisation; retroaction;

CADE is a system for automated correcting of and commenting on students' answers to multiple choice questions. Answers are read optically and are fed into a computer. Individual letters are composed from a comment library and printed out. The system is developed by a Swedish correspondence school and NKS, and has been under evaluation for some years in both countries.

Questionnaires from correspondence students in different courses and comparison of information from student files constitute the data for this study.

Preliminary results so far tend to give very positive results, both in respect of achievements and attitudes.

Publ.: Bolstad, Ole: Kursevaluering - EDB og samfunnet, NKS, Oslo 1973, 20 p. +app.

Bolstad, Ole: Course evaluation - "EDP and society", Epistolodidaktika, 1974, no. 2, p.32-54.

Ellann, B. Åm and Ljosså, Erling: Forsøk med EDB-retting i kurset Samfunns- og næringslære, Tidsskrift for voksenopplæring, nr. 1, 1978, p. 2-15.

1457802

Elevuttalelser om lærernes behandling av innsendingsoppgaver i brevundervisning. (Students' comments on the handling of their written assignments by tutors in correspondence education.)

NO C 1977-1979 14500 x 16300 x 17700

Ljosã, Erling;

Inst.: Norsk Korrespondanseskole - NKS (Norwegian Correspondence School), Industrigt. 41, N-Oslo 3.

Fin.: NKS

distance study; correspondence education; students' work;tutorial; homework; individual work; written work; guidance; encouragement; feedback; teacher-pupil relation; teacher role;

enseignement a distance; enseignement par correspondance; travail des eleves; preceptorat; devoir; travail individuel; exercice ecrit; orientation; encouragement; retroaction; relation maitre-eleve; role de l'enseignant;

In connection with the development of a correspondence course for correspondence tutors we wanted to see what students think is good or bad tuition. This would be a corrective to our own opinions, and we wanted to use testimonials from students directly in the training of tutors.

A random sample of students from different study situations was drawn. It comprised students from:
a) Individual study (single students);
b) Combined study (correspondence and class instruction);
c) Study circles on correspondence courses.

An inspection of critical incident descriptions collected by a mailed questionnaire gave these main results: Students stress the importance of comments that help understanding, stimulating, personal comments and legible handwriting.

Publ.: Ljosã, Erling (ed.): Brevkurs for brevskolelærere. Oslo: NKS 1978.

1457803

Korrespondanseundervisning og klasseundervisning. En komparativ og longitudinell undersøkelse. (Correspondence and classroom instruction. A comparative and longitudinal survey.)

NO C 1972-1980 14500 x 13400 x 19600

Rekkedal, Torstein;

Inst.: NKI- skolen (Correspondence institute), Prof. Kohts vei 108, N-1320 Stabekk.

Fin.: NKI-skolen and Ministry of Church and Education

distance study; correspondence education; classwork; students' work; part-time course; part-time; full-time; comparative analysis; recruitment; dropout;

enseignement a distance; enseignement par correspondance; travail de classe; travail des eleves; cours a temps partiel;

temps partiel; plein temps; analyse comparative; recrutement; abandon d'etudes;

The project was started in 1972 and completed in 1980. Two student groups were examined, 705 students enrolled in the NKI three year full-time engineering college and 429 distance students studying mainly technical subjects.

The students in both groups were recruited during the academic year 1972-73. The students were followed through a period of 3 - 4 years. Data on recruitment, achievements and persistence/dropout were collected through two pairs of questionnaires and from file information.

The main aims of the project were: (1) to compare the recruitment to the full-time face-to-face courses and distance courses, (2) to examine dropout trends in the two student groups, and (3) to examine correlations between background variables and criteria of study success in the two different study systems.

It seems that correspondence education primarily is chosen by individuals, who because of their family situation, vocational engagements or other obligations, are unable to take full-time class education. Only 9 per cent state "geographical reasons" as the most important reason for choosing distance education. On the other hand the (decentralized) engineering college recruited more students from rural areas than that which would be expected from the population statistics.

In distance education there seems to be a selective dropout which continues the selection which takes place through recruitment, i.e. where married adult students (above 27 years of age), who are vocationally and economically established, are the most successful.

Publ.: Rekkedal, Torstein: Tekniske studier. Korrespondanseundervisning og klasseundervisning. Delrapport 1: Rekruttering. Stabekk: NKI 1980.

Rekkedal, Torstein: Tekniske studier. Korrespondanseundervisning og klasseundervisning. Delrapport 2: Brevskoleelevene. Stabekk: NKI 1980.

Rekkedal, Torstein: Studier ved NKI's tekniske skole. Delrapport 3 fra prosjektet "Tekniske studier - Brevundervisning og klasseundervisning". Stabekk: NKI 1980.

1457901

Læremidler for fjernundervisning. (Teaching aids for distance education.)

NO C 1976-1980 14500 x 14700 x 14100

Halsetrønning, Arild;

Kosberg, Jan-Erik; (sup.) Krokstad, Asbjørn; (sup.)

Inst.: Elektronikklaboratoriet ved NTH (Electronics Research Laboratory), O. S. Bragstads pl. 6, N-7034 Trondheim-NTH

SINTEF, Norges Tekniske Høgskole (The Norwegian Institute of Technology), N-7034 NTH, Trondheim

Fin.: The Royal Norwegian Council for Scientific and Industrial Research

teaching aids; distance study; telecommunication; televised teaching; media technology; technological change;

moyens d'enseignement; enseignement a distance; telecommunication; enseignement televise; mediologie; changement technologique;

The rapid development of communication technology will have an important influence on the contact pattern between individuals and groups. New and enhanced services which this development gives may also be used for educational purposes. Through the project we wanted to point out services and equipment which can be used and how to use it. The aims was to bring new equipment for use in distance education both through enhancement of existing aids and development of new equipment.

The equipment has been through different field testing programmes.

Publ.: Halsetrønning, A.: Bruk av telekommunikasjon i fjernundervisningen. ELAB-rapport STF 44 A76168, Trondheim: ELAB-NTH 1976.

Halsetrønning, A.: Konferanserapport om telekommunikasjon i fjernundervisning. ELAB-rapport STF 44 A79128, Trondheim: ELAB-NTH 1979.

Bates, T.: Appropriate media and methods for distance education in Norway. ELAB-rapport STF 44 A79131, Trondheim: ELAB-NTH 1979.

Halsetrønning, A.: Bruk av Viewdata i fjernundervisning. ELAB-rapport STF 44 A81139, Trondheim: ELAB-NTH 1981.

1467901

Mikromaskinbasert undervisning. (Microcomputer assisted instruction.)

NO 0 1980- 14600 x 22200 x 14100

Eidhammer, Ingvar; Håland, Kjell; Sørland, Jon M.;

Fersnes, Per; (sup.)

Inst.: Agder distriktshøgskole (Agder Regional College), Box 607, N-4601 Kristiansand.

Fin.: The Royal Norwegian Council for Scientific and Industrial Research

computer; computer-assisted instruction; teaching aids; programmed learning;

ordinateur; enseignement assiste par ordinateur; moyens d'enseignement; enseignement programme;

The EDP-department at Agder Regional College has developed a computer-system in order to simplify the production of CAI-material (computer assisted instruction). The system has been used to develop programmes that give introduction to computer programming. These products are now being improved and implemented on micro-computers.

The system is under testing at about 30 institutions.

1517801

Gruppearbeid ved Oppland distriktshøgskole. Beskrivelse og evaluering av en studie- og arbeidsform. (Group work at Oppland Regional College: A descriptive and evaluative study.)

NO o 1978- 15100 x 11300 x 19100

Kleiven, Jo; Plyhn, Einar;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 Lillehammer.

Fin.: Ministry of Church and Education

post-secondary education; group work; group larning; self-management; student participation; study method;

enseignement post-secondaire; travail par equipe; pedagogie de groupe; autogestion; participation de l'etudiant; methode de travail;

The one-year general education course at Oppland Regional College is principally based on self-governing student groups as the working unit. The aim of the study is to describe and evaluate this specific course, intending to provide conclusions relevant to the further development of the course as well as to similar institutions.

The entire student body 1977-78 was closely followed during the study year. In addition, one-third of previous students participated in a questionnaire study.

A multimethod approach was used on the 1977-78 group, including questionnaires, interviews, and a variety of background information. Students from earlier years were investigated through the use of the College's administrative files and a brief questionnaire.

1557601

Prosjekt fritid og idrett. (Project on leisure and sport among children and young people.)

NO o 1973- 15500 x 12800 x 25100

Stensaasen, Svein;

Inst.: Norges idrettshøgskole (The Norwegian College of Physical Education and Sport), Sognsveien 220, N-Oslo 8. and University of Oslo

Fin.: Council for Scientific Sport Research, the Norwegian Confederation of Sport.

leisure; open-air activities; sport; physical education; youth; child; sex difference; social class; socio-economic status; achievement;

loisir; activites de plein air; sport; education physique; jeunesse; enfant; difference de sexe; classe sociale; statut socio-economique; rendement;

The purpose of the project is to highlight: (1) the leisure and sport activities of boys and girls 10 to 18 years of age; (2) the characteristic changes which take place in leisure and sport interests during this period; (3) the factors that contribute to such changes.

An overlapping, longitudinal design is used in order to follow students at each grade level for four successive years.

A random sample of about 10% of the classes at grades 4,6 and 8 in Oslo, consisting of about 20 classes at each grade level.

Preliminary results: Empirical data gathered show that more boys than girls are involved in sport, and that degree of involvement in sport is positively correlated with social class background.

Publ.: Stensaasen, S.:Barn og ungdoms fritids- og idrettsaktiviteter. Idrettspedagogiske problem, no. 16, Norges idrettshøgskole, Oslo, 1976, 77p.

Stensaasen, S.: Leisure and sport among youngsters. Glimpses from a Nordic project. Idrettspedagogiske problem, no.17, Norges idrettshøgskole, Oslo, 1976, 12p.

Stensaasen, S.: Sport involvement of Norwegian youngsters related to sex, age, social class, cleverness at and satisfaction with school. Idrettspedagogiske problem, no.18, Norges idrettshøgskole, Oslo, 1976, 12p. Also printed in: Sportwissenschaft, vol.7, 1977:2, p. 151-159.

Stensaasen, S.: Gutters og jenters idrettsvalg og grunner til å drive med idrett. En framdriftsrapport fra Prosjekt fritid

og idrett. Norges idrettshøgskole, Oslo, 1977.

Stensaasen, S.: Passiv og aktiv idrettsinteresse blant de unge. En framdriftsrapport fra Prosjekt fritid og idrett. Norges idrettshøgskole, Oslo, 1977, 31p.

Stensaasen, S.: Forbilde og eget idrettsengasjement. (With engl. summ.) Idrettspedagogiske problem, no. 21, Norges idrettshøgskole, Oslo, 1977, 18p.

Stensaasen, S.: Sport ideal and sport involvement among youngsters. Norges idrettshøgskole, Oslo, 1978, 26p.

Stensaasen, S.: Sport interests of adolescents. Paper presented at the World Congress of Sociology, Uppsala, Sweden, 1978. Idrettspedagogiske problem, no. 22, Norges idrettshøgskole, Oslo, 1978.

Skaug, A.: Idrettsengasjement sett i relasjon til bruk av massemedia blant utvalgte barn og unge i Oslo. Norges idrettshøgskole, Oslo, 1978.

1557801

Mørketidsundersøkelsen. Årstidsforandringer i utøvelse av fysisk aktivitet i Finnmark fylke. (Research into the effects of lack of daylight on the physical activity in the county of Finnmark.)

NO o 1977- 15500 x 25200 x 12800

Haagensen, Bengt; Weydahl, Andi;

Brox, Ottar; (sup)

Inst.: Høgskolen i Alta (Finnmark Regional College), N-9510 Elvebakken

Fin.: Alta Regional College and The Norwegian Research Council for Science and the Humanities

physical education; sport; leisure; open-air activities; recreational activities; population density; rural area; health; smoking;

education physique; sport; loisir; activites de plein air; activites recreatives; densite de population; zone rurale; sante; usage du tabac;

The project is a descriptive study of the physical activity related to seasonal variations with special emphasis on leisure-time activities. The seasonal periods will be chosen according to amount of daylight, climate and special working conditions. The effect on physical leisure-time activities of living conditions in sparcely populated areas and the availability of sporting facilities are also factors to be studied.

In addition to this, there will be a description of nutritional changes and variation in relative weight together with the use of tobacco. One aim is to find how these factors vary in relation to physical activity.

A possible result of this study will be an assessment of whether physical leisure-time activities should be increased or changed as a result of these factors. It is also an intention to find possible methods to achieve such changes in the population.

The project is done on a stratified sample in the county of Finnmark (northern Norway, far north of the polar circle). Data is to be collected by personal interviews as part of a longitudinal survey with repeated contact with each member of the sample three times a year.

1617601

Kjønnsmessige og sosiale forskjeller i studiegjennomføring og yrkeskarriere. (University education and career: sex and social differences.)

NO o 1976- 16100 x 11300 x 25100

Ivås, Anne Marie;

Kobberstad, Tor; (sup)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Church and Education

student; socio-economic status; sex difference; higher education; achievement; profession; occupational success; occupational choice; income;

etudiant; statut socio-economique; difference de sexe; enseignement superieur; rendement; profession; reussite professionnelle; choix d'une profession; revenu;

During the last 20 years it has been an important educational policy to reduce social differences in recruitment to higher education. This project considers the relation between social background and sex, and the career after completion of a university education, differences in income and participation in research and activities outside the job, e.g. political activity, community work for youth and children, participation in public debates (newspapers, TV and radio).

Questionnaires were mailed to all graduates with a university degree, and who completed their secondary education (examen

artium) in one of the years 1946, 1951, 1958 or 1963.

1617801

Yrkesundersøkelse for realister, aktuarer og farmasøyter. (Graduates in the natural sciences, mathematics, actuarial mathematics and pharmacy. An investigation of their occupation and other related factors.)

NO C 1976-1979 16100 x 23300 x 12500

Edvardsen, Rolf;

Kobberstad, Tor; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Church and Education and The Norwegian Research Council for Science and the Humanities

higher education; university studies; educational need; profession; occupational satisfaction; occupational choice; occupational success; occupational mobility; economics of education; income; income distribution; natural sciences; pharmaceutics; mathematics; applied mathematics; occupational research; employment;

enseignement superieur; etudes universitaires; besoin d'education; profession; satisfaction professionnelle; mobilite professionnelle; economie de l'education; revenu; repartition de revenu; sciences naturelles; pharmacie; mathematiques; mathematiques appliquees; recherche relative aux professions; emploi;

The background of this study was a request from the four universities in Norway concerning the career choice and mobility of graduates.

All graduates in the natural sciences, mathematics, actuarial mathematics and pharmacy have received questinnaires. Graduates aged 70 or older and those living abroad were excluded from the sample.

In 1977 there were approximately 4750 graduates in the natural science and mathematics aged 69 years and younger in Norway. approximately 10% were women. Most of the graduates are working in education and research. Of the economically active , 29% were employed in secondary schools, and an additional 16% were in other types of schools. 24% were employed at the universities, and 13% in research institutes. The last 18% were found in several other sectors of economical activity.

Publ.: NAVF's utredningsinstitutt: Yrkesundersøkelse for realister, aktuarer og farmasøyter i 1977. Oslo: NAVF 1979.

1617901

Yrkesundersøkelse for teologer og en undersøkelse av presters arbeidsforhold. (Employment characteristics in 1980 of graduates in theology, and a special survey of working conditions for the Norwegian clergy.)

NO 0 1980- 16100 x 16300 x 12600

Edvardsen, Rolf;

Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Church and Education

higher education; university studies; graduate; theology; profession; occupational satisfaction; occupational choice; occupational research; working conditions;

enseignement superieur; etudes universitaires; etudiant diplome; theologie; profession; satisfaction professionnelle; choix d'une profession; recherche relative aux professions; conditions de travail;

The survey of employment characteristics of graduates in theology is a part of the institute's surveys of all types of graduates from the universities. The special survey of the clergy seeks to clarify their working hours and their working conditions generally. The survey will eventually form a basis for improvements.

All graduates in theology younger than 70 years old and living in Norway in April 1980 were asked to fill out a questionnaire.

1627601

Et konkret undervisningsopplegg i teori og praksis. (A specific teaching project in educational theory and practice.)

NO C 1975-1978 16200 x 13100 x 26100

Melfald, Erik; Jacobsen, Einar Berggraf;

Inst.: Eik lærerskole (Eik teachers college), N-3109 LOFTSEIK.

Fin.: Ministry of Church and Education

teacher education; reform of education; integrated curriculum; teaching practice; teaching method; theory of education; principles of education; didactics;

formation des enseignants; reforme de l'enseignement; programme d'etudes integre; pratique pedagogique; methode pedagogique; theorie de l'education; principes d'education; didactique;

A new claim for teacher education required integration of theory and practice. The aim of the project was to try out an educational programme where such integration played the major role.

The project was planned in 1975 and implemented in the fall 1976. The evaluation has been continuous consisting of interviews with students and teachers and content analysis of student papers.

The 90 students comprising the sample started by observing educational practice and formulate problems they would meet as teachers. To select relevant theory in solving these problems, it was hypothesized that they would discover the connection between practice and theory.

The students expressed greater interest in their studies, more understanding and a wider perspective upon their teacher role. The students' understanding of connection between theory and practice increased by going deeper into problem areas. Their systematic knowledge in the various subjects and disciplines decreased.

Publ.: Bjørknes, Oddvar & Vinje, Inge: Evaluering av et problemorientert og deltakerstyrt undervisningsopplegg i faget pedagogisk teori og praksis ved Eik lærerskole. Oslo: Sosialpedagogisk studiealternativ 1978.

1627801

Hovedfagsstudium i skolerettet fysikk. (Postgraduate course in educational physics, leading to a Master's degree in Physics.)

NO o 1974- 16200 x 12500 x 12100

Solheim, Asbjørn; Kolbenstvedt, Hans; Mork, Kjell; Stegavik, Kaare; Østgaard, Erlend; Harbo, Torstein; Evensen, Annbjørg Ulset; Kjøsnes, Nils; Løvseth, Jørgen;

Olsen, Haakon; (sup.) Johnsson, Anders; (sup.)

Inst.: Fysisk institutt (Institute of Physics) and Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

teacher education; science education; applied sciences; physical sciences; physics; secondary school; curriculum development; graduate study;

formation des enseignants; education scientifique; sciences appliquees; sciences physiques; physique; ecole secondaire; elaboration de programmes d'etudes; superieur deuxieme cycle;

"Educational physics" is a study line intended for students who want to become teachers in lower and upper secondary schools. The courses are created jointly by the Departments of Physics and Education at the University of Trondheim. The candidates are examined and evaluated simultaneously by both of the departments, but the study as a whole is integrated within the activities of the Department of Physics. The Department wants in this way to participate in curricular developments and teaching activities in Norwegian schools; e.g. new teaching projects will be proposed within the framework of this study line. Successful candidates are expected to be better prepared to handle critically new and changing educational demands in the schools.

In addition to their physics studies, the students have to make a thorough study of national or international projects, e.g. Nuffield, IPS, SCISP etc. These projects together with the educational training, provide the basis for the students in an independent way to transfer parts of the physics into a new educational situation.

Publ.: Solheim, Asbjørn: Om skolerettet hovedfagsutdanning i fysikk ved Universitetet i Trondheim, Norges Lærerhøgskole. Den høgre skolen, 1975:14.

Solheim, Asbjørn: Skolerettet hovedfag ved Norges lærerhøgskole, Universitetet i Trondheim. UNIPED, nr. 3, 1979.

1627802

Livssynsorientering i den pedagogiske høgskolen. (General religious and moral education in Norwegian teacher training colleges: An alternative or supplement to confessional christianity courses.)

NO C 1978-1979 16200 x 12600 x 16300

Aadnanes, Per M.;

Inst.: Høgskolen i Alta (Finnmark Regional College), N-9510 Elvebakken

teacher education; ideology; philosophy; religious education; christian education; moral education; ethics; teacher behaviour;

formation des enseignants; ideologie; philosophie; education religieuse; education chretienne; education morale; ethique; comportement de l'enseignant;

General religious education is a course that may be given as a part of the specific Christianity course, or separately. The purpose of this investigation was to clarify the scope and content of these courses at the various colleges today, and to enquire into the attitudes of lecturers and students to the courses, and their opinion of the relationship between these general courses and the Christianity courses.

Problems are raised by analysis of laws, instructions and curricula. Data were collected by questionnaires to lecturers and students at all the Norwegian teacher training colleges.

An analysis of the law, regulations and the National Curriculum Plan for primary school shows an uncertainty as to what kind of alternative to the subject of Christianity that may be given.

The word "livssyn" (life philosophy) is used with various meanings in textbooks and curricula, and especially in regard to the word religion. The curriculum of "livssynsorientering" (general religious and moral education) in the teacher training, however, seems to use the notion "livssyn" with a more distinct and consequent meaning. But this curriculum also shows an uncertain relation to the needs of the primary school. Is the "livssynsorientering" course meant to qualify for an alternative to the Christianity subject, or is it meant for the general instruction of religious and "life philosophies" given in history, geography and sociology?

As separate courses at teacher training colleges the "livssynsorientering" varied in characteristics, depending on different interests among the students. The needs in primary school did not seem to play any significant part as to the scope and content of the courses. Different opinions of the ideal of neutrality were also expressed among the lecturers.

At some colleges there were certain difficulties concerning response rate and completed questionnaires from the students. The material is consequently not quite reliable on this point. But among the students of "livssynsorientering" there seemed to be a general opinion of the course as a competitive alternative to the Christianity course. Many of the students also wanted it to be a compulsory course in the teacher training colleges.

As a subject included in the Christianity course, "livssynsorientering" had an uncertain status. In some colleges it seemed to have been almost entirely neglected. In no case did the subject get the extent assumed in the new curriculum plans from 1974. The report therefore concludes with an emphasis on the need for a thorough debate of the further development of the subject of "livssynsorientering.

After the project was concluded, the Christianity course got its name changed to "kristendomskunnskap med livssynsorientering" (Christianity with general religious and moral education). The report comments shortly on this. In the revised curriculum for teacher training of 1980 it is fixed that 1/4 of the course is to be reserved for

"livssynsorientering".

Publ.: Aadnanes, Per M.: Religions- og livssynsorientering i allmennlærarutdanninga. Alta: Høgskolen i Finnmark 1979, 79 p.

Aadnanes, Per M.: Søkelys på behovet for alternativ religions- og livssynsundervisning i grunnskole og pedagogisk høgskole. Kirke og kultur, 1980, p. 398-420.

1627803

Etikk i førskolelærerutdannelsen. (Ethics in the training of nursery school teachers.)

NO o 1978-1982 16200 x 12600 x 11200

Imenes, Olav;

Inst.: Barnevernsakademiet i Oslo (Academy of Early Childhood Education), Prof. Dahls gate 26, N-Oslo 2.

Fin.: Ministry of Church and Education

teacher education; pre-school education; ideology; philosophy; political philosophy; religious education; moral education; ethics; curriculum development;

formation des enseignants; education pre-scolaire; ideologie; philosophie; philosophie politique; education religieuse; education morale; ethique; elaboration de programmes d'etudes;

The background of the project is a new curriculum plan and a new orientation for the subject religion and ethics. The aim is to develop a plan for the teaching of ethics. The guiding idea is that the material studied and the manner in which it is presented should appear meaningful to students of different attitudes and ideological orientation.

For this purpose it is intended to :
1. Prepare a list of relevant problems and topics.
2. Prepare a set of case studies connected with the students' future work.
3. Propose a collection of readings.
4. Propose a detailed curriculum plan for the subject of religion and ethics.

1627804

Variabler som influerer på lærerreaksjoner i simulerte klasseromssituasjoner. (Variables influencing teacher reactions in simulated classroom situations.)

NO o 1974- 16200 x 13300 x 18600

Kleven, Thor Arnfinn;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities

teacher education; role playing; simulation; classwork; teaching aptitude; teacher-pupil relation; teacher role; teacher behaviour; deviance; sociodrama; psychodrama;

formation des enseignants; jeu de role; simulation; travail de classe; aptitude a l'enseignement; relation maitre-eleve; role de l'enseignant; comportement de l'enseignant; deviance; sociodrame; psychodrame;

Different teachers may react in different ways to critical teaching situations. A main aim is to investigate factors possibly contributing to these differences, especially in situations concerning classroom management. Variables from the area of intelligence, knowledge, perception, attention, attitudes and emotionality are included in the study.

The main sample is made up of 100 students from three teacher training colleges. Critical situations are presented by video-recordings and projected on a large screen. The written reactions to these situations are scored on several scales and compared to background variables and independent variables through multivariate analysis.

1627806

Teori og praksis i den nye lærerutdannelsen. Kartlegging, analyse og alternative løsninger. (Theory and practice in the Colleges of Education. Description, analysis and evaluation of new approaches.)

NO o 1978- 16200 x 13100 x 26100

Sivertsen, Arild; Grimsrud, Marit;

Harbo, Torstein; (sup.) Reitan, Torleiv; (sup.)

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education

teacher education; college of education; teaching practice; theory of education; teaching experience; educational innovation; student teacher;

formation des enseignants; centre de formation des enseignants; pratique pedagogique; theorie de l'education; experience de l'enseignement; innovation pedagogique; eleve

maitre;

The education of teachers have two main components: 1) the introduction into different fields of art and knowledge, and 2) the introduction into the profession of teachers, that is the art of dealing with students and subject-matter in an educational setting. In the recent transformation of the teacher training colleges into 3-4 years of study, these two components are brought into closer contact. It is up to each college of education to work out details. The aim of the project is to describe and analyze these innovations in their historical and political context and evaluate the outcome at some representative colleges.

Publ.: Sivertsen, Arild: Pedagogisk teori og praksis i allmennlærerutdanningen. Historisk bakgrunn og situasjonen i dag. Trondheim: Pedagogisk institutt 1979.

Grimsrud, Marit: Samordning av teori og praksis i allmennlærerutdanningen. Belyst ved studium av oppleggene ved to høgskoler. Trondeheim: Pedagogisk institutt 1979.

Solberg, Per: Fagdidaktikk som disiplin i allmennlærerutdanningen. En historisk-systematisk analyse. Trondheim: Pedagogisk institutt 1980.

Harbo, Torstein: Pedagogisk teori i norsk allmennlærerutdanning. In: Harbo, T, Myhre, R., Osnes, J. & Østerud, P.: Tidsskifte i norsk lærerutdanning?, Oslo 1980.

Harbo, Torstein: En disiplin på vei ut? Om den nye rammeplan for pedagogisk og historisk orienterte studieinnslag. Trondheim: Pedagogisk institutt 1980.

Farstad, Edin: Fagdidaktikk i dagens allmennlærerutdanning. Trondheim: Pedagogisk institutt 1981.

1627901

Oppfølging av Mønsterplanens intensjoner i lærerutdanninga - OMIL. (The place of the National School Curriculum "Mønsterplanen" in teacher education.)

NO 0 1979-1982 16200 x 12100 x 11300

Sunnanå, Sigmund; Landrø, Håkon B.; Trømborg, Dagfinn;

Inst.: Lærerutdanningsrådet (The Norwegian Council for Teacher Education), Postbox 8150-Dep, N-Oslo 1

Fin.: The Norwegian Council for Teacher Education and Ministry of Church and Education

curriculum; curriculum development; reform of education; teacher education; college of education;

programme d'etudes; elaboration de programmes d'etudes; reforme de l'enseignement; formation des enseignants; centre

de formation des enseignants;

The OMIL project aims to analyse, and, where appropriate improve the degree to which teacher education is consistent with the national curriculum for the compulsory school system. Against this, the project has the dual aim of initiating a process of change in teacher training and reporting on how the aims of the national school curriculum can be realised in teacher training.

The focus of attention in the project is on the ways in which the school curriculum affects objectives, content, evaluation and organisation in teacher education and on the factors that contribute to or hinder appropriate training.

A member of the staff at each college of education acts as a contact person for the OMIL project. These are responsible for initiating, coordinating and reporting on matters relating to the project at their respective institutions. In addition, four areas of special interest have been given priority:

- The organisation of and methods used in course programmes.
- Compulsory subject areas in the curriculum.
- Evaluation of teacher education by qualified teachers.
- The level and range of learning reached in teacher education.

1627902

Bakgrunnsmateriale for utdanningstilbud til lærere i fagområdene sannsynlighetsregning og statistikk. (Background material for the education of teachers in the topics probability and statistics.)

NO 0 1980-1983 16200 x 12500 x 14200

Dahl, Henrik; Breiteig, Trygve; Sørheim, Samuel;

Inst.: Agder distriktshøgskole (Agder Regional College), Box 607, N-4601 Kristiansand. and
Kristiansand lærerhøgskole (Kristiansand College of Education), N-4600 Kristiansand

teacher education; statistics; mathematics; applied mathematics; textbook;

formation des enseignants; statistique; mathematiques; mathematiques appliques; manuel d'enseignement;

Today the education in probability and statistics is nearly missing in Norway. The intention is to change this situation and try to keep up with the development in other countries, especially Denmark, Sweden, Germany, Netherlands and United Kingdom.

A draft textbook will be elaborated for further testing and use in teacher education.

1627903

Universitetet som lærerutdanningsinstitusjon - ULI-prosjektet. (The university as a teacher training institution.)

NO O 1979- 16200 x 11300

Gundem, Bjørg B.; Handal, Gunnar; Lauvås, Per; Jensen, Karen; Vaage, Sveinung;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.
University of Trondheim

Fin.: Ministry of Church and Education

teacher education; university studies; university;

formation des enseignants; etudes universitaires; universite;

The university is studied as a teacher training institution from the point of view of-
university institutes and departments
active and former students
and as reflected in plans and other documents.

The institutes under study are history, mathematics, sociology and German.

2100 active and 2250 former students are studied by interviews, questionnaires, diaries, observation etc.

1627904

Lærarutdanning frå lærarsynsstad. (Teacher education from teachers' point of view.)

NO C 1978-1980 16200 x 16300

Osborg, Petter;

Befring, Edvard; (sup.)

Inst.: Volda lærarhøgskule (Volda College of Education), N-6100 Volda

Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Church and Education and The Norwegian Council for Teacher Education

teacher education; qualification; certification; evaluation; special education; parent-teacher relation; initial training; occupational success;

formation des enseignants; qualification; certification; evaluation; enseignement special; relation

parents-enseignants; formation initiale; reussite professionnelle;

The project is an effort to answer the question: Is the teacher training programme a sufficient preparation for the work in school?

A comparison of the content of the teacher education in Norway with the tasks teachers meet in their daily work situations at school was undertaken on a sample of 414 teachers. The sample was from primary and secondary schools in three rural and three urban districts in Norway. Questionnaires were used for data collection.

A large proportion of teachers at all levels expressed dissatisfaction with their formal training. They felt incompetent to work with special problems, handicapped pupils and cooperation with parents.

Publ.: Osborg, Petter: Lærar om grunnutdanninga si. Informasjon (SSLH, N- 1347 Hosle), 1980, nr. 1, p. 4-31. Osborg, Petter: Lærarutdanning frå lærarsynsstad, Volda: Volda lærarhøgskule 1980.

1627905

Samarbeidsprosjektet Unge lærarar. (Teacher training and the needs of young teachers.)

NO) 1980- 16200 x 11400

Flokenes, Jon; Mæhle, Atle Bjørn;

Inst.: Stord lærarhøgskule (Stord College of Education), N-5414 Rommetveit.

Fin.: The Regional Board for Higher Education in Rogaland and The Norwegian Council for Teacher Education

teacher education; initial training; further education of teachers; teaching experience; occupational success;

formation des enseignants; formation initiale; perfectionnement des enseignants; experience de l'enseignement; reussite professionnelle;

The aims of the project are (1) to support and advise teachers in the critical early years of their teaching career, and (2) to collect data and information to be used for evaluating the quality of the existing initial teacher training programmes of this college, and for suggesting improvements to the design of subsequent programmes.

Methods used are questionnaires, seminars, weekend conferences and informal visits to participants and their schools.

1637802

Grunnskolelærernes arbeidsmiljø. (Working conditions of primary school teachers.)

NO o 1977- 16300 x 20200 x 18600

Blichfeldt, Jon Frode;

Inst.: Arbeidsforskningsinstituttene (Work Research Institutes), Gydasvei 8, N-Oslo 3. The project is part of a Nordic cooperation, Coordinator is Prof. dr. Lennart Levi, Karolinska inst., Stockholm, Sweden.

Fin.: Nordic Council and Ministry of Church and Education

teaching personnel; teacher; primary school; working conditions; occupational satisfaction; health;

corps enseignant; enseignant; ecole primaire; conditions de travail; satisfaction professionnelle; sante;

The project is on working conditions and well-being among elementary school teachers. the initiative was taken by the Nordic body of teachers' associations. The research programme is carried out in cooperation with these associations.

As a common base for the participating countries, we have a questionnaire covering some background information, work organization, social relationships, health and well-being.

The questionnaire was sent to a representative sample of 1900 teachers from 144 different schools, and with a response rate of 65 %.

Preliminary results show that the Norwegian primary school represents a variety of institutions, depending upon the local communities. The school seems to be based upon part-time work, mainly among women and increasing with age. The social interaction between pupils, teachers and administrative staff is regarded as of importance, but in reality the teacher is in some sense isolated when teaching tasks are taken into consideration.

The main reason behind this isolation seems to be the rigid organisation of the day, with time-tables and too short breaks to give opportunities to a deeper contact on subject matters. It seems a reasonable conclusion that type of teaching tasks is regulating the interaction between teacher and pupils.

The schools are well equipped, but lack of teaching aids are reported in some fields, and mainly among teachers in the first three grades. Lack of conference rooms was mentioned by nearly half of the sample.

As a group teachers are healthy, seldom exposed to physical injuries and with low frequency of absence from work. The exception here seems to be teachers in the cities, mainly Oslo, with increasing frequency in suburban areas under

development. The main threat to health is psychological stress, giving symptoms which are more or less hidden.

In the future the project will take up two different problems: (1) an analysis of schools where the working conditions are reported to be very good or very bad, and (2) a case-oriented approach where initiation of local development of the working conditions is a central point.

Publ.: Blichfeldt, Jon Frode: Grunnskolelærernes arbeidsmiljø. Rapport I. AI-dok 53/1980, Oslo: Arbeidsforskningsinstituttene 1980.

1637901

Vurdering av tillitsmannsskoleringen. (Evaluation of trade union training.)

NO 0 1978- 16300 x 25500 x 25200

Lund, Jørgen; Gjengaar, Gudmund; Ruch, Øivind;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim. and Arbeidernes opplysningsforbund (Workers' Educational Association), Storgt. 23c, N- Oslo 1

labour relations; trade union; industrial worker; industry; industrial sociology; local community;

relations industrielles; syndicat; travailleur industriel; industrie; sociologie industrielle; collectivite locale;

The project is a study of the importance of trade union training for union work and political work on enterprise level, and social and political work in the local community. The evaluation will form a basis for further development of this training.

1500 respondents (with courses in trade union training) from 20 industrial plants in the metal industry answered questionnaires or were interviewed.

Plants with many versus few trained members (trade union training) were highly different in trade union activity. Plants with many trained members were more democratic (formally defined), the local union seemed to be more active and with planned activity. The discussion and debate among members seemed to be better, and the members took more part in forming the union activity.

1637902

Arbeidsmiljø og skoleutvikling - et evalueringsprosjekt.(Working conditions and development in schools - a project of evaluation.)

NO 0 1980-1983 16300 x 19100 x 20100

Njerve, Ivar; Vavik, Lars; Osnes, Jostein;

Inst.: Stord lærarhøgskule (Stord College of Education), N-5414 Rommetveit.

Fin.: Ministry of Church and Education

working conditions; occupational environment; administration of education; management; administrative personnel; leadership; head teacher; further education of teachers;

conditions de travail; milieu professionnel; administration de l'enseignement; gestion; personnel administratif; commandement; chef d'etablissement; perfectionnement des enseignants;

Since 1979/80 the Director of Education in Bjørgvin has carried out a school-development project in the county of Hordaland, in cooperation with the National Council of Innovation and School Development, Stord College of Education and Bergen College of Education.

The purpose has been to improve working conditions in schools and at the same time educate principals, school-managers and teacher representatives for leadership in school.

Parallel with the leader-training, it has been started self controlled projects of development at schools where all teachers are participating, (sometime pupils, parents and other employees at schools take part).

Till now 83 schools have participated in the projects, named "Arbeidsmiljø og skoleleiing", AMS, e.g. school based development and management. After having participated in AMS for approximately one year, the schools are offered to continue on self controlled projects of development at their own schools and at the same time establish a certain contact with other schools in the same situation. This project is called "Skolar i kontakt", SIK, e.g. schools in contact. In many ways AMS and SIK represent a new way of pursuing school development. We are preoccupied to find out what happens in these schools who are participating in the projects.

To follow up what is happening in AMS and SIK, we intend to gather information about school development in general and to support the evolutionary process going on at each of the schools.

We have chosen to concentrate the work on four questions:

-what aims do the schools have for their work of development?
-what obstacles will there be?
-what initiatives will be put to work at the schools?
-what results has the work of development led to?

From a population of 83 schools, we randomly chose 13, all belonging to the county of Hordaland, but quite different regarding size, type (primary/secondary).

Data are collected over a two-year period by the use of questionnaire, interview, participating observation and studies of documents.

1727801

Småskulepedagogikk bygd på verkstadaktivitet i heimstadlære, forming, norsk og matematikk. (Primary school education based on workshop activities in social science, art education, language learning and mathematics.)

NO C 1978-1981 17200 x 17300 x 11300

Trageton, Arne;

Inst.: Stord lærarskule (Stord college of education), N-5414 ROMMETVEIT

Fin.: Ministry of Church and Education

child development; space perception; artistic ability; creativity; creative activities; play; concept formation; sex difference; primary education;

developpement de l'enfant; perception de l'espace; don artistique; creativite; activites creatrices; jeu; difference de sexe; formation de concept; enseignement primaire;

The project dealt with development in the age group 7-10 years, and it was an extension of previous projects. These projects tried to develop a more effective and uniting preschool and primary school education for the age group 5-10 years, based on children's concept learning through workshop activities. The main thesis was that a natural progression in concrete operational concept learning goes from 3D symbolization of the world, to 2D symbolization of the same concepts (drawing), to 2D writings around the same concepts. In the whole abstraction process the verbal dialogue teacher-child is essential to increase the level of concept learning. The results will be used in teacher training.

Methods used were direct naturalistic observation in the school classrooms, data collection of 3D work represented through slides, children's drawings and writing books,

questionnaires, teacher reports and curriculum analysis.

A study of 4956 observations of 3D work documented through slides with simple verbal explanations from the child has been done. The development is classified into four levels, corresponding to Piagetian stages. The concept symbols belongs (as in the 2-7 years project) to the following main groups: (1) buildings and housing items, (2) humans and animals, (3) transportation items, and (4) vegetation (a small group).

Marked sex differences reveal traditional sexrole patterns. 3D and 2D creative developments are compared. Analysis of the corresponding graphical and written materials reveal seven stages in this development. An analysis of the workshiop learning in relation to social science, art education, language learning and mathematics is given. Examples of the workshop strategy in teaching handicapped or retarded children are shown.

The expansion of the project from thre classes to 50-60 in norway, and also in Denmark and Sweden is an example of school innovation. The reports from these classes give similar results as in the main sample of three classes with 58 children followed through a two-year period.

Publ.: Trageton, Arne: Barns skapande leik - basis for konkret omgrepslæring. Norsk skoleblad, 1979, nr. 20, p. 24-30.

Trageton, Arne: Småskulepedagogikk bygd på verkstadaktivitet. Project report, Stord lærarhøgskule 1981.

1727802

Semantisk begrepsstruktur, avslørt ved skrevne ord-assosiasjoner til hørte eller leste stimulusord. (The conceptual structure of word meaning revealed in written word associations to heard and read stimulus words.)

NO o 1977- 17200 x 13100 x 12300

Nyborg, Magne;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities

learning; learning process; learning psychology; learning theory; concept formation; teaching method; semantics;

acquisition de connaissances; apprentissage; psychologie de l'apprentissage; theorie de l'apprentissage; formation de concept; methode pedagogique; semantique;

The aim of the project is to reveal conceptual structures of word meaning. The sample comprises 215 subjects, partly a random sample from secondary schools in three different towns, and partly a non-random sample from two colleges of education.

The methods used are word associations to read and heard stimulus words. Preliminary results support the hypothesis that word meanings, shared by some or many subjects, display a conceptual structure (attributal and hierarchical).

1727803

Faktorer som påvirker grad av meningsfylt læring. (Factors influencing degree of meaningful learning.)

NO o 1976- 17200 x 17300 x 17600

Rand, Per;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities

learning; learning psychology; learning process; knowledge; cognition; concept; generalization; learning test; psychological characteristics;

acquisition de connaissances; psychologie de l'apprentissage; apprentissage; connaissance; cognition; concept; generalisation; test d'acquisition; characteristique psychologique;

Background and aims of the project is to study characteristics of learning material, learning situation and the pupil which may be expected to lead to variations in depth of understanding and degree of meaningful learning in a natural school situation.

The sample comprises 450 sixth grade pupils from a Norwegian town of 50,000 inhabitants.

A special text is elaborated, and this text may be understood and retained on several levels, e.g. facts, concepts and principles. Development of criteria for judging degree of meaningful learning. Data on the subjects cover sex, intellectual level, anxiety (TASC), motive constellation (AMS), causal attribution and self concept (Ropstad) and cognitive style.

Publ.: Breit, S.: Relasjoner mellom attribusjon, motivasjon og meningsfylt læring, Oslo: Pedagogisk forskningsinstitutt 1980.

Halvorsen, O.: Meningsfull verbal læring. Oslo: pedagogisk forskningsinstitutt 1977.

Hanevik, K. P.: Optimal motivasjon i relasjon til lærestoffets kompleksitet. Oslo: Pedagogisk forskningsinstitutt 1978.

Ropstad, H.: Attribusjon og selvoppfatning. Oslo: Pedagogisk forskningsinstitutt 1978.

Sinding, T. S.: Kognitiv stil, kjønn og elevens selvbilde. Oslo: Pedagogisk forskningsinstitutt 1978.

Vogt, A.: Meningsfylt verbal læring i klasserommet og elevenes evneselvoppfatning. Oslo: Pedagogisk forskningsinstitutt 1980.

1727901

Læring i arbeidsmiljø.(Learning in a work environment.)

NO 0 1980- 17200 x 11400 x 15300

Vesterås, Kjell;

Skard, Øyvind; (sup.)

Inst.: Norsk Produktivitetsinstitutt (The Norwegian Productivity Institute), Akersgt. 64, Box 8401 Hammersborg, N-Oslo 1

Fin.: The Norwegian Productivity Institute.

learning; learning conditions; work environment; occupational environment; vocational training; industrial training; in-service training;

acquisition de connaissances; conditions d'apprentissage; milieu de travail; milieu professionnel; formation professionnelle; formation industrielle; formation en cours d'emploi;

The background of the project is the need for a new approach to learning in working life and lack of knowledge about methods being used. The main aim of the project is to gather information on new methods and how to apply them to meet the needs of companies engaged in on-the-job training.

To review methods for learning and training in working life, questionnaires are sent to selected companies. This survey is to be followed up by case studies.

1737601

Endringer i intellektuelle prøveprestasjoner blant 19-åringe menn 1956-1968. (Schooling and measured abilities of 19-year-old Norwegian men 1956-1968.)

NO o 1970- 17300 x 11300 x 17400

Thrane, Vidkunn Coucheron;

Inst.: Institutt for anvendt sosialvitenskapelig forskning - INAS (Institute of Applied Social Research - INAS), Munthes gate 31, N- Oslo 2.

Fin.: The Norwegian Research Council for Science and the Humanities

intelligence test; intelligence measurement; adolescence; intellectual development; system of education; compulsory education; secondary education;

test d'intelligence; mesure d'intelligence; adolescence; developpement intellectuel; systeme d'enseignement; enseignement obligatoire; enseignement secondaire;

As a supplement to longitudinal studies on development of intellectual functions (see ref.), involving methodological problems concerning measurement and analysis of change, the covariation of ability measures and amount of schooling among comparable cohorts of 19-year-old men is investigated over a 12-year period with rapidly increasing secondary schooling.

The method used is a comparison of five cohorts (1956, -59, -61, 65 and -68), ranging in size from 16 to 28 thousand and tested with the same ability measures as in the longitudinal studies.

Preliminary results showed that measures of ability as well as schooling increased markedly for the cohorts during the 12-year period, and there appears to be correspondence in the rate of change for the two types of measure.

Publ.: Thrane, Vidkunn Coucheron. Adolescent changes in ability in relation to schooling. Preliminary report. In: Chronbach, L.J. and Drenth, P.J. (eds): Mental tests and cultural adaptation, pp. 305-307. The Hague and Paris: Mouton, 1972.

1737801

Undervisningsmetodar for læring av psykomotoriske dugleikar. (Methods of instruction for learning psychomotor skills.)

NO C 1977-1980 17300 x 13100 x 17600

Søvik, Nils;

Inst.: University of Trondheim, N-7000 Trondheim.

Fin.: The Norwegian Research Council for Science and the Humanities.

teaching method; writing; drawing; visual perception; sensorimotor activity; psychomotor activity; feedback;

methode pedagogique; ecriture; dessin; perception visuelle; sensori-motricite; psychomotricite; retroaction;

Previous research in the area of psychomotor skills, e.g. drawing, copying, and handwriting, has shown that the sensori motor feedback mechanisms play an important role in learning and performing such skills. Unfortunately, however, this information has not been taken much into consideration when teaching children basic skills at school. The aims of this study were therefore concentrated on teaching school children how to make use of available feedback while carrying out drawing and writing tasks.

Two experimental designs, one completely crossed design and one repeated measurement design, were organized for the two laboratory studies conducted in 1978. The two samples of subjects used for the experiments, 32 and 16 pupils, were randomly selected among first- and fourth-graders in the town of Trondheim. During 1979 and 1980 the studies continued in the schools.

In the laboratory experiments carried out in 1978 an experimental set-up consisting of an oscilloscope, optic devices, and a closed-circuit television system was utilized for testing the subjects' abilities in using social tracking and feedback information while doing copying, drawing and writing functions. A more simplified system of technical devices was used in the classrooms.

Data from the laboratory studies mentioned have been analyzed, and the findings from the experiments carried out in this field are made available in several reports.

Publ.: Søvik, Nils: Some instructional parameters related to children's copying performance, Visible Language, 1979, p. 314-330.

Søvik, Nils: Dynamic vs. static model display related to children's tracing performance, Journal of Experimental Education, 1980, p. 21-28.

Søvik, Nils: Developmental trends of visual feedback control and learning in children's copying and tracking skills, Journal of Experimental Education, 1981, p. 106-119.

1737901

University studies and problem-solving abilities.

NO 0 1977- 17300 x 11300 x 13400

Raaheim, Kjell; Raaheim, Arild;

Inst.: Psykologisk institutt (Institute of Psychology), Universitetet i Bergen, N-5000 Bergen.

University of Bergen

Fin.: The Norwegian Research Council for Science and the Humanities

cognition; cognitive process; intellectual development; test; ability; learning process; problem solving; achievement; student; university studies;

cognition; processus cognitif; developpement intellectuel; test; capacite; apprentissage; resolution de probleme; rendement; etudiant; etudes universitaires;

If the learning progress and academic achievements of students are seen as the outcome of problem solving abilities, the results and theories of the psychology of thinking and problem solving might form the point of departure for research in higher education.

Various problems of learning at university level as well as difficulties in changing role from pupil to becoming a university student have been studied.

Experiments and test-examinations have been arranged. Various means of improving problem solving skill in academical disciplines have been tried out.

Publ.; Raaheim, Kjell: Skole for studenter? Bergen: Universitetsforlaget, 1977.

Raaheim, Kjell: Eksamen '79. Bergen: Eget forlag 1979.

Raaheim, Kjell & Wankowski, Janek: Helping students to learn at university level. Bergen: Sigma forlag, 1981.

1737902

Ekkoisk minne og den auditive persepsjon. (Echoic memory and the auditory perception.)

NO 0 1980-1983 17300 x 18100

Høien, Torleiv;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: The Norwegian Research Council for Science and the Humanities

perception; auditory perception; memory; sex difference; age difference;

perception; perception auditive; memoire; difference de sexe; difference d'age;

The aims of the project are to get more information on (1) how echoic memory is connected with variance in age and sex, and

(2) the relation between variance in echoic persistence and the auditory perception.

The sample comprises 30 pupils from each of the grades 1-9 in primary school.

All the pupils will be tested with auditory perception tests and with a specially constructed apparatus to measure echoic persistence.

1747901

Bergen-prosjektet. Et nordisk forskningssamarbeid om læreproblemer hos barn. (The Bergen-study. A Nordic research on learning difficulties.)

NO 0 1975- 17400 x 18400 x 11300

Gjessing, Hans-Jørgen; Nygaard, Hans Daniel; Solheim, Ragnar;

Inst.: Institutt for pedagogisk psykologi (Institute of Educational Psychology), Sydnesplass 12, N-5024 Bergen-Universitetet

University of Bergen

Fin.: Nordic Council and The Norwegian Research Council for Science and the Humanities

learning process; learning difficulty; underachievement; dyslexia; special education; remedial teaching;

apprentissage; trouble de l'apprentissage; rendement deficient; dyslexie; enseignement special; enseignement de rattrapage;

Special and remedial education accounts for a considerable proportion of the resources earmarked for primary education in the Nordic countries. At the same time Nordic and international research show that remedial teaching is in fact unsatisfactory for many children, although to others it is an effective and necessary help.

The aim of the study is to develop better procedures for understanding and evaluating real functional dimensions in the learning disabled with the emphasis on similarities and differences between these children, based on detailed qualitative assesment of learning behaviour and by sub-grouping.

Analysing the problem the following hypotheses, based on the philosophy of interaction, were developed:

Some pupils who have learning difficulties profit from remedial education - indeed their very development depends entirely on such remedial measures.

Some pupils who have learning difficulties are unaffected by remedial education - they neither benefit nor suffer.

Some pupils who have learning difficulties react negatively to remedial education and can suffer from it.

In Norway the sample comprises approximately 3000 pupils, which equals a one year school population in primary school in Bergen (screeening, "selection", and the classroom research). For more intensive clinical studies, analyses and remediations about eight percent were selected.

All the children (3000) have been more or less followed from grade 1 through grade 4 in close cooperation with the classroom teachers, special teachers and school psychologists. Instruments and methods used were tests, questionnaires and observation. For statistical purposes regression analysis, AID-analysis, path analysis and cluster analysis were used.

Group data disclose as usual large variations for the population under study, as separate individuals and even for the mean results from one class to the other (+/- 1 Sd based on the individual distribution for the different group tests including reading, spelling and arithmetic). For the total group different aspects of the spoken language seem to be the most important factors for appropriate development for reading and spelling.

Results for the remedial group and more detailed results for the total group are so far not elaborated and reported.

Publ.: The Bergen-study: A Nordic study of children with learning disabilities, (Summary in English). NU-report B1978:7 and B1979:13, Copenhagen: Nordic Council of Ministers of Education.

Gjessing, H.-J.: Reading disability: Diagnosis based on psycho-educational analysis of learning function. In: 44th Yearbook, Claremont Reading Conference, Claremont (Calif. USA), 1980, p. 77-93.

Gjessing, H.-J. & Lundberg, I.: The Bergen-study: Theoretical background, design, procedures and some preliminary results. In: Communication and handicap. Congress report from EASE 80, Helsinki 1981, p. 219-232.

Solheim, R.: Self-conception and learning disability. In: Communication and handicap. Congress report from EASE 80, Helsinki 1981, p. 236-241.

Torneus, M.: Metalinguistic skills as related to spelling difficulties. In: Communication and handicap. Congress report from EASE 80, Helsinki 1981, 233-235.

Nygaard, H. D.: Underachievement as a research problem and a basis for individual instruction. In: Eikeland, H.M., Lysne, E. & Søvik, N. (eds.): Theories and research on individualized instruction. Oslo: Universitetsforlaget 1981.

1767801

Meningsprosjektet: Selvforståelse og selvutvikling. (Self-understanding and self-development.)

NO o 1978- 17600 x 26400

Førland, Erling;

Grendstad, Nils Magnar; (sup.)

Inst.: Oslo katedralskole (Oslo Cathedral school), Ullevålsveien 31, N-Oslo 1.

Fin.: Ministry of Church and Education

personality; personality development; self-concept; self; self-consciousness; humanism; youth;

personnalite; developpement de la personnalite; conception de soi; moi; consciance de soi; humanisme; jeunesse;

Series of new school acts have passed our Parliament. All these acts stress strongly the aim to help students develop their personality, but there is almost no systematic work done to develop programmes for these ends. This project offers such a programme.

Research in different countries show a catastrophic lack of feeling or consciousness of Life meaning.
Hypothesis one: The same "existential vacuum" that has been found among American and European youth will also be found among 17-18 years old Norwegian students.
Hypothesis two: With a programme of confluent education 2 hours a week for one year, it will be possible to heighten the consciousness of Life meaning among a group of students 17 years old.
Hypothesis three: Along with the changed feeling and understanding of personal life meaning goes an increase in motivation for school work and feeling of responsibility for personal development.

The sample is one experimental group (N=18) and one control group (N=22). The two groups were randomly drawn from three groups of students having chosen psychology as an optional subject. The control group is taught highly traditional and theoretically using a textbook. Practically no experiental activities are given. The experimental group has the same textbook and the same content tests, but uses about 75% of the time on experiental exercises. The results will be tested using a Life meaning interview and questionnaires on attitudes towards school etc.

Publ.: Førland, Erling: The problem of life meaning among yuoth. Unpublished thesis for MA in Confluent education, University of California, S.B., 1978.

1767901

Mobbingsyndromet. (The mobbing syndrome.)

NO 0 1979-1983 17600 x 10300 x 17700

Roland, Erling; Skår, Kåre;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: Ministry of Church and Education

group behaviour; group dynamics; group membership; antisocial behaviour; aggression; violence; cruelty; battered child; prejudice;

comportement de groupe; dynamique de groupe; appartenance au groupe; comportement antisocial; agression; violence; cruaute; enfant maltraite; prejuge;

The aim of the project is to study mobbing as a group process.

300 pupils in grades 4-6, their mothers and teachers are studied by interviews and questionnaires.

Publ.: Roland, Erling: Terror i skolen. Stavanger: Rogalandsforskning, 1981.

Roland, Erling: Mobbing - en legitimerings- og faseteori. Skolepsykologi, 1981, nr. 2, p. 17-19.

1767902

Analyser av sosialpedagogisk holdning og holdningsendring hos utvalgte studentgrupper. (Analysis of social-educational attitudes and attitude changes among selected student groups.)

NO 0 1978- 17600 x 17700 x 25400

Solberg, Oskar;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

personality; attitude; student behaviour; psychological characteristics;

personnalite; attitude; comportement de l'etudiant; caracteristique psychologique;

The project is an analysis of the Whetstone ISD Q-sort as an instrument for the study of student attitudes.

The sample comprises 400 students.

1787801

Kjønnsroller og linjevalg. (Motivation for educational choice in Norwegian secondary schools.)

NO C 1978-1979 17800 x 11300 x 16100

Christensen, Turid;

Inst.: Kristiansand katedralskole (Kristiansand grammar school), Box 1010, N-4601 Kristiansand.

Fin.: Ministry of Church and Education.

secondary education; upper secondary; motivation for studies; choice of studies; occupational choice; occupational aspiration; sex difference; aspiration;

enseignement secondaire; secondaire deuxieme cycle; motivation pour les etudes; choix des etudes; choix d'une profession; aspirations professionnelles; difference de sexe; aspiration;

In the Norwegian grammar school, A-level, the students may choose among three lines of study: one with the emphasis on science (physics, mathematics, biology and chemistry), emphasizing social studies, and one with the emphasis on foreign languages. The tendency to choose according to sex has been overwhelming, i.e. boys have chosen the scientific subjects, girls have chosen languages. The aim of this research was to study the motivation for choice of line of studies.

Data on the motivation of 300 students, 16 and 17 years of age, the entire number of students in a grammar school in the process of choosing, gave the following conclusions:

Most decisive for choice of line was the students' interest for the daily work with subjects offered on that particular line. Plans for future occupation were also of great importance. Girls were no longer less interested in future vocational careers than boys. Parental influence was not too decisive, but parents with greater income tend to be more concerned, especially recommending the science line of study. Marks are very important, especially decisive is the marks obtained in mathematics. Councellors, teachers and co-students influence the choice, but to a minor degree. Girls are more influenced than boys by the "image" of the line being difficult. Traditional sex-roles still play a part in the choice of line of study - to a certain extent subjects are chosen so as to reassure and polarize sex-roles.

1787901

Motivasjon, studium og yrke. (Motivation, university studies and occupation.)

NO o 1978- 17800 x 17500 x 25100

Eriksen, Knut;

Kobberstad, Tor; (sup.) Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: The Norwegian Research Council for Science and the Humanities and Ministry of Church and Education

choice of studies; student; socio-economic status; motivation for studies; occupational choice; profession; personal interest; income; guidance officer;

choix des etudes; etudiant; status socio-economique; motivation pour les etudes; choix d'une profession; profession; interet personnel; revenue; orienteur;

To improve educational planning there is a need for better information concerning factors influencing choice of university studies. What information sources are of importance for the decisions taken? The aims are to analyse factors which determine a student's decision to enter upon a university education. Consideration is given to factors related to the students' social background, their interest in a particular course of study and in a special future occupation and level of income. There is a lack of knowledge on these decision-making processes in Norway.

The population is university students in different fields of study. Data from 2300 second year students is collected by mailed questionnaires.

Most students regard interst in subjects studied and the possibility to get an interesting job as much more important than a high income in the future. "Students' handbook" is the most important source of information. Guidance officers are not regarded useful. Students have fairly realistic expectations of future income. Men cite income as more important than women and have higher expectations. Small differences between social classes as to motivation for studies.

Publ.: Eriksen, Knut: Motivasjon, studium og yrke. Oslo: NAVF's utredningsinstitutt 1981.

1847801

En analyse av et sampel stammere med henblikk på identifikasjon av undergrupper (typer). (An analysis of a sample of stutterers aimed at the identification of sub-groups (types).)

NO C 1974-1980 18400 x 18600 x 10300

Preus, Alf;

Inst.: Bredtvet senter for logopedi (The National Center of Logopedics), Bredtvetveien 4, N-OSLO 9.

Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities

speech defect; stammer; speech handicapped; speech; speech training; speech therapy; diagnosis;

trouble de la parole; bégaiement; handicape de la parole; parole; education de la parole; orthophonie; diagnostic;

The hypothesis is that stuttering is not a unitary disorder, but that the stuttering population consists of subgroups that may be identified through a process of differential diagnosis. Several suggestions and speculations about sub-groups are offered in the literature on stuttering, but so far very little research has been done to verify this hypothesis. Sub-groups may be etiological of nature, they may be treatment types or both.

The sample consists of 100 Norwegian stutterers (75 males and 25 females) between the ages of 16 and 22. The subjects were referred, between November 1974 and June 1976, for diagnostic appraisal, were receiving therapy or were registered as potential clients at the National Centre of Logopedics, Bredtvet.

The diagnostic battery consists of (a) tape recordings and analyses of the stuttering behaviour as well as questionnaire data covering stuttering, speech and background variables, and (b) psychological and neuropsychological tests (WAIS, MMPI and the Halstead neuropsychological battery). 70 variables were initially selected for study. Through the methods of factor analysis and principal component analysis the number of variables have been reduced and condensed to 30.

Five statistical analyses have been performed with this new set of variables: (a) An a posteriori analysis based on principal component analysis and cluster analysis with the programme MICKA. This method did not identify any sub-group in

the material. (b) An a priori analysis based on Van Riper's track type hypothesis. By means of discriminatory analysis a sub-group corresponding to Van Riper's Track II was identified. (c) An a priori analysis based on Kopf-Mehnert and Kellner's four dimensional model for diagnosis of adolescent and adult stutterers. Factor analysis and latent profile analysis were applied. The best solution gave 8 sub-groups, but the discriminability was too low to reach statistical significance. (d) An a priori grouping on indication of (1) brain damage and 2() personality problems. Statistical analysis by means of discriminatory analysis showed that the brain-damaged sub-group was significantly different from the rest of the sample. (e) An a posteriori grouping by means of AID (Automatic Interaction Detection) gave 8 very interesting clinical (treatment) sub-groups. This sub-grouping was confirmed and its relevance further strengthened by means of an a priori analysis of these sub-groups with discriminatory analysis. This fifth and last analysis seems to have given the most promising and most relevant information in this study with regard to a differentiated therapy approach.

Publ.: Preus, Alf: En foreløpig rapport om en undersøkelse av ungdom som stammer. Nordisk tidsskrift for logopedi og foniatri, vol. 2, 1977, p. 5-15.

Preus, Alf: Stamming og løpsk tale. Oslo: Universitetsforlaget, 1977.

Preus, Alf: Attempts of identifying subgroups of stutterers. In: I.A.L.P.: Congress Proceedings Copenhagen 1977, 2. (Editor Bo Ege), Spesialpedagogisk Forlag, 1977, p. 123-136.

Preus, Alf: Utprøving av en 4-dimensjonal modell for diagnose og behandling av ungdom og voksne som stammer. Nordisk tidsskrift for logopedi og foniatri, Monografi nr. 1, 1978. (3. Nordiske Seminar for Logopedi og Foniatri), p. 17-22.

Preus, Alf: Differensialdiagnostikk av stamming. Rapport 1979:6, Oslo: Pedagogisk forskningsinstitutt, University of Oslo

Preus, Alf: Differensialdiagnostikk av stamming. Nordisk Tidsskrift for Specialpædagogikk, vol. 57, 1979, p.338-344.

Preus, Alf: Differensialdiagnostikk og stammebehandling. Norsk Tidsskrift for Logopedi, vol. 26, 1980, p. 7-12, 58-66, 96-103.

Preus, Alf: Attempts at identifying sub-groups of stutterers. Unpublished manuscript, Oslo 1980.

1867801

Utdanningsnivået hos psykiatriske pasienter. (The educational level of psychiatric patients.)

NO C 1977-1979 18600 x 11300 x 25100

Erstad, Nils Andreas;

Inst.: Opdøl sjukehus and Fannefjord skole (Opdøl mental hospital), N-6450 Hjelset.

Fin.: Ministry of Church and Education

special education; mental health; mental hospital; psychiatric service; access to education; educational opportunity; equal opportunity; social handicap; rehabilitation;

enseignement special; sante mentale; hopital psychiatrique; service psychiatrique; acces a l'education; chances d'education; egalite de chances; handicap social; readaptation;

In 20th century Norway the actual length of an individual's education seems to be a main determinator for socio-economical success. This leads to an increase in the percentage of the population completing a certain level of education.

Based upon an assumption of how the tendencies to seek education are spreading, it was assumed that until the present time, the percentage reaching certain levels has been rising in a "natural growth" - manner ($f(x)=ae^{bx}$). In the pupulation of the county, this was verified.

The main objective of this research programme was to study how the clients of the county's mental hospital related to the entire population in their tendencies to seek education.

There is a significant difference in attained level of education, regardless of the age of the clients. In the development over time, the clients seem to follow the population they are part of, with similar growth, but retarded in time.

Concerning the tendency to go beyond the former compulsory level of seven years, the clients are 20 years retarded, while the tendency to surpass the new compulsory level of nine years seems to be between eight and nine years retarded. The effect of changing the compulsory schooling from seven to nine years is hardly detectable.

Due to the form of the curve, the real differences between the entire population and the clients are increasing, especially for persons born in the second half of this century. Efforts in official policy to diminish educational differences seem to have failed, at least towards those persons becoming clients in the mental hospital.

Different interpretations of the findings are given, mainly understanding education as one important factor among others leading to mental hospitalization, and a factor that seems possible to influence upon. As the object of the programme has been the clients already in hospital, the possibilities for preventive actions are left out.

Some efforts in rehabilitation, including highly qualified schools within the hospitals, are discussed, together with some innovation- and development-programmes within Fannefjord school/Opdøl sjukehus. These are still in progress.

Publ.: Erstad, Nils Andreas: Utdanningsnivået hos psykiatriske pasienter. (With summary in English.) Opdøl sjukehus, 1977, 54 p.

Erstad, Nils Andreas: Om utdanningsnivået hos pasienter i et psykiatrisk sykehus. Spesialpedagogikk, 1977:9.

Erstad, Nils Andreas: Undervisning av psykisk utviklingshemmede i en tungpsykiatrisk institusjon. Spesialpedagogikk, 1978:1.

Erstad, Nils Andreas: Education, a factor in psychiatric prognosis and therapy for adults. In: Communication and handicap, Congress report from EASE 80, Helsinki 1981, p. 11-14.

1867901

Attføring i bedrifter. (On-the-job rehabilitation.)

NO 0 1978- 18600 x 16200 x 11400

Lund, Jørgen;

Inst.: Norsk voksenpedagogisk institutt (The Norwegian Institute of Adult Education), Lade alle 60, N-7000 Trondheim.

rehabilitation; vocational rehabilitation; employment; adult education; in-service training; handicapped;

readaptation; readaptation professionnelle; emploi; education des adultes; formation en cours d'emploi; handicape;

The aim of the project is to strengthen the rehabilitation work at the enterprise level and to increase the possibilities for education and employment for the handicapped. The project is a combination of research and experimentation.

Leaders, employees and shop stewards at 30 enterprises are answering structured interviews.

The situation seems to be that many enterprises are lacking information on governmental funds available for rehabilitation. The rehabilitation work is well organized in larger enterprises, whereas a number of problems for the handicapped are found in the smaller enterprises.

Publ.: Lund, Jørgen: Funksjonshemmedes plass i arbeidslivet. Trondheim: Norsk voksenpedagogisk institutt 1981.

1917602

Forsøksordnet ungdomsskole. (Innovation in two lower secondary schools in Oslo.)

NO C 1974-1979 19100 x 25400 x 12100

Parr, Linda Rundquist; Maroni, Knut;

Inst.: Skolesjefen i Oslo, Avd. for ped. utv.arb., Pedagogisk senter (Superintendent of Schools in Oslo, Dept. of Ed. Research and Innovation), skovveien 9, N-Oslo 2.

Fin.: Municipality of Oslo

autonomy; student participation; lower secondary; teacher-pupil relation; parent-school relation; parent participation; interdisciplinary; team teaching; democracy; innovation; dropout;

autonomie; participation de l'etudiant; secondaire premier cycle; relation maitre-eleve; relation parents-ecole; participation des parents; interdisciplinaire; enseignement en equipe; democratie; innovation; abandon d'etudes;

Attempts to introduce school democracy at the upper secondary level revealed the need for greater student participation at an earlier stage. The aims of this project were (1) to discover what conditions must be met if a school is to be a place where students, parents, teachers and other personnel can cooperate, grow and enjoy themselves, and (2) to create a self-perpetuating process of innovation within the local school. The local school is best qualified to determine which areas are in need of innovation, and students, parents, teachers and other personnel all have a role to play in creating a climate at school conducive to innovation and growth.

At two lower secondary schools with approximately 500 students each, the following activities took place: Joint planning workshops with students, parents, teachers and other personnel. Courses for students and parents' leaders concerning their role in bringing about change at their school. Questionnaires to determine what changes were desired and how implemented changes were viewed. Conferences between teachers and project consultant on how to carry out desired innovations. Project-coordinator with reduced teaching load and extra office help.

Teams of three teachers with all of their teaching concentrated to two classes, has proved successful both in terms of better contact between students and teachers and more variation in teaching methods. Students have worked together in groups on interdisciplinary study projects over periods of 1-3 weeks involving a good deal of field work. Good training

in independent study and teamwork, but demands self-discipline. An alternative learning programme for dropouts combining work and school has proved a meaningful change for the majority. The push for parental involvement has raised many difficult questions: At which level - their child's class or the entire school - can parents most meaningfully take part? What do parents need to know about school and what channels of information can be used? (Both schools have had a weekly bulletin which seems to serve a useful purpose.) How do the students look upon their parents' involvement?

Publ.: Maroni, Knut: Forsøksordnet ungdomsskole fra neste år? P.I.P.; Forsøk i Osloskolen, 1973:1, p.21-22.

Tverrfaglig undervisning utarbeidet og prøvet ut av elever og lærere ved Hovseter skole 1974-75, rapport nr. 30, Skolesjefen i Oslo, 1976.

En ungdomsskole i utvikling - Hovseter skole fram til 1977, Skolesjefen i Oslo, 1977.

Skole-hjem: Kurs for klassekontakter og andre interesserte foreldre. Skolesjefen i Oslo 1979.

En skole møter sitt nabolag. Skolesjefen i Oslo 1980.

1917901

Samarbeidsformer i norsk grunnskole på klasse- og skolenivå. (Forms of cooperation in Norwegian comprehensive schools at class- and school level.)

NO 0 1980- 19100 x 11300 x 17600

Flo, Karin-Marie; Grøndahl, Svein-Erik;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education

parent participation; parent-school relation; parent-teacher relation; primary school; lower secondary; management; democracy; cooperation;

participation des parents; relation parents-ecole; relation parents-enseignants; ecole primaire; secondaire premier cycle; gestion; democratie; cooperation;

The project is part of a follow-up study of the implementation of "Mønsterplanen", the National Curriculum Plan, in 1974. The aim of the project is to study how the home-school cooperation and the established cooperative bodies are functioning in relation to the stated intentions.

Parents and teachers at 14 comprehensive schools are answering questionnaires and interviews. In addition, content analysis is used in a survey of meeting reports.

1917902

Teknologi, arbeidsorganisasjon og opplæringseffekt. (Technology, working organisation and training effects.)

NO 0 1980- 19100 x 12800 x 15300

Haye, Trygve;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: Safety on the continental shelf programme.

safety; safety education; industrial education; industrial training; industry; workers' education; work environment; management; administration; certification; qualification;

securite; enseignement de la securite; enseignement industriel; formation industrielle; industrie; education ouvriere; milieu de travail; gestion; administration; certification; qualification;

The aims of the project are to gain knowledge of the effects of safety training, to improve the existing training and educational system related to the oil industry, and to give input to the authorities concerning safety rules and regulations.

The project analyses the interaction between the offshore technology and the working organisation with special regard to the training of and educational effects on safety. Further on it focuses the qualification structure in offshore industry and the internal training and educational systems specially related to safety.

The sample comprises 500 oil workers from all developed oil fields on the Norwegian continental shelf. Methods used are questionnaires, interviews and participant observation.

Publ.: Haye, Trygve: Training and safety of drilling personnel. Working paper 2/800, Stavanger: Rogalandsforskning 1980.

Haye, Trygve: Certification of the oil worker. Working paper 9/800, Stavanger: Rogalandsforskning 1980.

1947801

Integrering og ikke-segregering i videregående opplæring for funksjonshemmede. (Integration and non-segregation of handicapped pupils in secondary education.)

NO 0 1978-1980 19400 x 10300 x 11300

Damsgaard, Bjørn; Skogen, Kjell; Jorde,Ebba; Tangen, Reidun;

Befring, Edvard; (sup.)

Inst.: Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Church and Education

special education; handicapped; integration; segregation; desegregation; secondary school; upper secondary;

enseignement special; handicape; integration; segregation; desegregation; ecole secondaire; secondaire deuxieme cycle;

The explicit aim of non-segregation and integration was critically discussed during the project period according to the realities of segregation. The main aims of the project were to learn more about the social and educational hindrances to integration and non-segregation, and to take steps to avoid unnecessary barriers to mainstreaming pupils in upper secondary education.

The sample comprised applicants and non-applicants to secondary education in the county of Møre og Romsdal, together with their teachers and potential teachers.

The methods used were survey techniques (enquiries and interviews), and small conferences.

A tendency in the data was that a smaller proportion of the defined handicapped were applicants to secondary education than what was found among their peers. The proportion of accepted applicants was nearly equal in the two groups.

Another tendency was found when the different studies were compared. The handicapped students were mainly found in classes for vocational or practical education, boys in industrial training and girls in home economics. Their studies were at the same time one-year courses, whereas most of the other students studied for three years.

The experiences from the project are reported and may constitute the basis for a meaningful programme for all students in secondary schools.

Publ.: Damsgaard, B., Jorde, E., Skogen, K. & Tangen, R.: Videregående opplæring for alle: Mål og muligheter. Oslo:

Universitetsforlaget 1980.

1947901

Levekår for funksjonshemmede - normalisering eller isolasjon? Planlegging av omsorg for psykisk utviklingshemmede utenfor institusjon. (Living conditions for handicapped persons - normalisation or isolation? Planning of services for mentally retarded outside institutions.)

NO 0 1980-1985 19400 x 10300 x 23100

Solum, Eiliv; Stangvik, Gunnar;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 Lillehammer.

handicapped; mentally handicapped; mental retardation; integration; desegregation; regional planning; local community;

handicape; handicape mental; retard intellectuel; integration; desegregation; planification regionale; collectivite locale;

The background of the research is the reorganization of services for mentally retarded persons in Norway. The aim of the research work is to produce empirical data as regards the living conditions for this group, which in turn may serve as a base for service planning in the local districts. The project is in a state of planning in 1981-1982, mainly concerning the theoretical frame of reference and instrumentalisation.

The sample is to comprise mentally retarded aged 16-30. Specific urban and rural districts (local authorities) will be selected.

The methods to be used are combinations of interviews and observation.

1947902

Fra kursplaner til sammenholdte klasser. (From streaming to mixed ability classes.)

NO 0 1980- 19400 x 13200 x 27300

Karlsen, Gustav E.;

Telhaug, Alfred Oftedal; (sup.)

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education

differentiation; grouping; ability grouping; integration; heterogeneous class; history of education; primary school; lower secondary;

differenciation; groupement; groupement par aptitudes; integration; classe heterogene; histoire de l'education; ecole primaire; secondaire premier cycle;

In the beginning of the seventies the Norwegian primary school got a new curriculum plan with changed emphasis on differentiation. The aim of this research is to study the problems of differentiation through the seventies.

The approach is historic-analytical, and with official documents as the main sources of information.

Publ.: Karlsen, Gustav E.: Fra kursplaner til sammenholdte klasser. En historisk-analytisk studie av organisatorisk og pedagogisk differensiering på ungdomstrinnet i 1970-åra. Trondheim: Pedagogisk institutt 1981.

1977901

Sammenhengen mellom antall trinn på en karakterskala og karakterenes pålitelighet. (The relation of the scale coarseness to the dependability of marks.)

NO C 1978-1979 19700 x 17400 x 27300

Kleven, Thor Arnfinn;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

evaluation; educational test; achievement measurement; marking; reliability; measurement;

evaluation; test scolaire; mesure du rendement; notation; fidelite; mesure;

There is some confusion and unreliable popular opinions about the relation of the scale coarseness to the dependability of marks. The aim was to provide more reliable information about this matter.

A theoretical analysis of the concept of error, and a statistical analysis of simulated distributions of "true" scores, based on various assumptions and different criteria of amount of error.

The main tendency of the results is that the amount of error increases as the number of scale divisions decreases. There are some variations according to the choice of model of error, and, for some distributions, according to the number of steps being even or uneven.

Publ.: Kleven, Thor Arnfinn: The relation of the scale coarseness to the dependability of marks. Scandinavian Journal of Educational Research, 1979, vol. 23, p. 109-130.

1977902

Karakterer - arbeidsliv. (Marks and working life.)

NO 0 1979- 19700 x 17400 x 25500

Rommetvedt, Hilmar;

Inst.: Rogalandsforskning (Rogaland Research Council), Box 2503 Ullandhaug, N-4001 Stavanger

Fin.: Ministry of Church and Education

evaluation; marking; leaving school; employment; initial employment; school leaver; young worker; youth employment;

evaluation; notation; fin de scolarite; emploi; premier emploi; eleve sortant; jeune travailleur; emploi des jeunes;

The evaluation system in primary and lower secondary schools has been discussed for some years. The project studies the role of marks and marking systems when young people seek post-school employment. Do employers emphasise marks? Do pupils with good marks get work easier than pupils with poorer results?

1440 pupils who finished primary or secondary school in 1979, and 89 employers within industry and commerce have answered questionnaires and interviews.

Publ.: Rommetvedt, Hilmar: Arbeidsgivernes bruk av karakterer ved ansettelser. Videregående opplæring, 1981, nr. 3-4, p. 11-15.

2017901

Skolelederes yrkessituasjon og opplæringsbehov. (School-leaders' job situation and need for training.)

NO 0 1980- 20100 x 16300 x 16100

Vestre, Svein Egil; Seljelid, Terje;

Inst.: Lederopplæringsrådet i Norge (The Norwegian Council for Management Development), Box 8401 Hammersborg, N-Oslo 1.

head teacher; working conditions; further education of teachers; occupational satisfaction; occupational environment; demand for education; primary school; secondary school;

chef d'etablissement; conditions de travail; perfectionnement des enseignants; satisfaction professionnelle; milieu professionnel; demande d'education; ecole primaire; ecole

secondaire;

The aim of the project is to collect data on the headmasters' own perception of their duties and their need for training.

489 headmasters in primary and lower secondary school and 211 headmasters in upper secondary school constitute the sample. Questionnaires are used for data collection.

2027801

Det første året som lærer. (The first year of teaching.)

NO O 1978- 20200 x 13100 x 16200

Jordell, Karl Øyvind; Berge, Arvid; Holm, Gerd; Risberg, Toril; Trollvik, Lisbeth; Furu, Eli;

Inst.: Avdeling for praktisk pedagogisk utdanning (Department of Teacher Training), University of Tromsø, Box 635, N-9001 Tromsø.

Fin.: University of Tromsø and Ministry of Church and Education

teacher; probation teacher; teaching practice; teaching experience; socialization;

enseignant; enseignant stagiaire; pratique pedagogique; experiencé de l'enseignant; socialisation;

The aim of the project is to study the first year of teaching as part of the socialization process of teachers. After a pilot study to collect information on experiences from first year teachers in order to sort out interesting aspects of beginner problems, the main project has been started with a survey among 1081 teachers.

From the national sample , 76% have answered questionnaires, and 60 teachers in Northern Norway are also interviewed.

Publ.: Jordell, Karl Øyvind: Ny i læreryrket - rapport fra en forundersøkelse. APPU, Universitetet i Tromsø 1980.

Jordell, Karl Øyvind: Sosialisering av lærere. APPU, Universitetet i Tromsø 1980.

2027901

Fra praksis til teori - en lærerundersøkelse i yrkesskolen. (From practice to theory - a study of the work of technical school teachers.)

NO C 1977-1980 20200 x 11400 x 25100

Mjelde, Liv;

Inst.: Statens yrkespedagogiske høgskole (The National College of Vocational Teacher Education), Skedsmogt. 25, N-Oslo 6

Fin.: Ministry of Church and Education

teacher; vocational school; teacher behaviour; teacher role; socio-occupational category; social class; working class;

enseignant; ecole professionnelle; comportement de l'enseignant; categorie socio-professionnelle; classe sociale; classe ouvriere;

Since 1970 disadvantaged youth entered vocational schools in Oslo on special terms. These terms are now nearly the same all over the country due to a reform of secondary education. The group of youth had a composition of multiple problems, drop-out, drug, learning disabilities, family or social problems. 50% had spent some time in psychiatric wards. Their social background could be described as working class.

The theoretical framework of this study is that the vocational school system is the school of the working class, and the pedagogical model in which the main impact is laid on practice in workshop - is different from that which you would find in general education. This creates a different mode of communication and of learning, where the atmosphere is dominated by solidarity and not by competition.

The distinctive stamp of vocational training is that the work of the mind is formed from the work of the hand, and that practice precedes theory. The students produce something real: bread, sausage, building a house, cutting hair, repairing a radio. 20 hours a week the students spend in the workshop.

To get more information on the recruitment of teachers to vocational schools, one half of the teachers from the biggest vocational school in Oslo were drawn by random sampling, and asked to answer a structured questionnaire. The response rate was 90.5%.

Teachers in the vocational school system have a qualitatively different background for their role than their counterparts in general education. Most vocational school teachers gained their competency as manual workers in workshops in trade and industry.

The significance of this is that most of the teachers represent a different cultural background than that of the teachers in compulsory primary education, which is based on middle class values and middle class recruitment. The same is true of the staff of psychiatric wards. The basic difference is reflected in two specific educational modes which represents two separate value systems: The compulsory educational model and The vocational school model.

The value system of the vocational school with its working class values stands in opposition to the pedagogical model and value system in general education. The result of the study shows how working class youth with school problems in primary

school can manage in a different school that represents their own world and culture. The study discusses also how the psychiatric ward with its verbal therapeutic community is in the same way a strange world to these youngsters.

Publ.: Mjelde, Liv: Fra praksis til læreryrke. En lærerundersøkelse i forbindelse med integrering av elever på sosial medisinsk grunnlag. Oslo: KUD 1979.

2127901

Utvikling av skolebibliotek i grunnskoler og videregående skoler. (On developing school libraries into media resource centres.)

NO C 1979-1980 21200 x 14100

Dahl, Asle Gire; Andresen, K. Tybring;

Inst.: Bergen pedagogiske høgskole (Bergen College of Education), Landåssvingen 15, N-5030 Landås

Fin.: Ministry of Church and Education

library; school library; resource centre; teaching aids; primary school; secondary school;

bibliotheque; bibliotheque scolaire; centre de materiel didactique; moyens d'enseignement; ecole primaire; ecole secondaire;

The background of the study is the need for good media organization in Norwegian schools. The situation was studied through 19 case studies, by questionnaires and interviews.

It seemed to be necessary to develop the libraries through five different levels. These levels should not be neglected when media services are established in the schools.

Publ.: Andresen, K. Tybring & Dahl, Asle Gire: Skolens glemte sektor. Utviklingen av et mediepedagogisk servicetilbud for lærere og elever. Bergen 1979. ISBN 82-90253-06-0.

2227801

Videreføring av trekantsamarbeidet skole - industri - forskning i Rogaland. (Further development of the tripartite cooperation between education, industry and research.)

NO o 1977- 22200 x 12900

Fjelde, Kurt M.;

Inst.: Gand videregående skole (Gand secondary school), Hoveveien, N-4300 Sandnes.

TESA - Cooperative body for industrial enterprises, Flintergt. 8, N-4300 Sandnes.

Fin.: Ministry of Church and Education; TESA; MVL.

measurement; measuring instrument; technical equipment; laboratory apparatus; industry; technical sciences;

mesure; instrument de mesure; equipement technique; appareil de laboratoire; industrie; sciences de l'ingenieur;

The project was initiated by the Central Institute for Industrial Research and TESA. The aim is to analyse the need for a laboratory designed to meet the region's problems concerning measurement techniques. At the same time this laboratory should be a central point in the cooperative work between education, research and industry. Corresponding projects is not known neither in Scandinavia nor in the rest of Europe.

One result will be the establishing of Rogaland Centre for Measurement and Calibration to serve industry, educational institutions and the medical service in the region. This centre will also take care of the training of personnel, maintenance of apparatus and perform calibration of equipment.

2327801

Revisjon av offisersutdannelsen med vekt på å gjøre den mer til en lederopplæringsinstitusjon. (Reform of officer education as a school for management development.)

NO C 1976-1980 23200 x 19100 x 12900

Rieber-Mohn, Carl;

Dalin, Per; (sup.) Riis, Erik; (sup.)

Inst.: Krigsskolen (The Royal Norwegian Officer Academy), Box 42, Linderud, N-Oslo 5.

Fin.: Army Headquarter and Ministry of Defence.

military; vocational education; management; management education;

militaire; enseignement professionnel; gestion; formation a la gestion;

The Academy has been functioning in accordance with a plan from 1963 where all subjects were taught isolated from each other and from the practical needs and the officers' tasks. Management topics were taught academically with little attention to the emotional and experiental aspects. The aim of this action research programme was to initiate a more integrated and management oriented education and to describe this process. Emphais has been put on the process of decision making and its effects.

The sample comprised 30 teachers, 100 students and 50 staff members. Methods used were enquetes and interviews to describe changes and follow attitude changes as seen in new methods of teaching.

Preliminary results show new patterns of decision making between the Academy and Army H. Q., with more decentralization and autonomy. The teaching seems to be more integrated, job-oriented and person-centered.

Due to lack of funds, the completion of data-processing and the final conclusions are still not finished.

2327802

Departementsrundskriv (Circulars from the Ministry of education.)

NO C 1977-1979 23200 x 27300 x 28100

Høeg, Tom Arbo;

Inst.: Universitetsbiblioteket (The University Library of Oslo), Drammensveien 42, N-Oslo 2.

Fin.: Ministry of Church and Education

act; official text; regulation; archives; index; ministry of education; history of education;

loi; texte officiel; reglementation; archives; index; ministere de l'education; histoire de l'education;

Many of the circulars (in a very broad sense) dispatched mainly by the Ministry of Church and Education are of importance to teachers, lawayers and historians who are studying Norwegian school history. Because this material has been published in several collections of acts and in a number of periodicals and therefore are difficult to find, I have made a register of about 3000 of the circulars. The work comprises an index of acts between 1739 and 1954 with amendments. For the years after 1954, see the publication "Norsk skole" from the Ministry of Church and Education.

Publ.: Høeg, Tom Arbo: Lovregister til departementsrundskriv m.m. 1740-1954 angående norsk folkeskolevesen. Skrift nr. 3, Den Juridiske Fakultetstjenesta, Oslo: Universitetsbiblioteket, 1980.

2337901

Analysing and projecting school enrolment in developing countries: A manual of methodology.

NO C 1978-1980 23300 x 19400 x 24200

Thonstad, Tore;

Inst.: UNESCO Office of Statistics, 7 Place de Fontenoy, F-75700 Paris, and Sosialøkonomisk institutt (Institute of Economics), University of Oslo, Blindern, N-Oslo 3.

Fin.: UNESCO

registration; entry to school; admission; number of pupils; forecasting; mathematical model; planning of education; developing country; statistical data;

inscription; entree a l'ecole; admission; effectifs scolaires; prevision; modele mathematique; planification de l'education; pays en developpement; donnees statistiques;

The objective was to provide those involved in analysing and projecting school enrolment in developing countries with an extensive and systematic survey of projection methods adapted to the problems experienced and to the statistical data available in these countries.

Data from several developing countries was used .

The important role mathematical models may play in the field of educational planning is well recognized. The manual reviews those models most commonly used for preparing enrolment projections, demonstrated with numerical examples how to use them in practice, discusses their main weaknesses and points out the statistical data needed for designing more satisfactory methods.

As the aim was to assist practitioners in developing countries, a number of illustrations and examples have been included to show how simple mathematical models may be used to analyse education policy issues common to the Third World. Material similar to much of that covered by this manual can be found elsewhere. It is however widely dispersed in various documents, publications and professional journals which are generally not available in developing countries, particularly to those working at the state/provincial level.

Publ.: Analysing and projecting school enrolment in developing countries: A manual of methodology. Statistical Reports and Studies, no. 24, UNESCO, 1981.

2417603

Modell for det norske utdanningssystem. (Model for the Norwegian educational system.)

NO o 1971- 24100 x 25200 x 25500

Hernæs, Erik;

Sevaldson, Per; (sup.)

Inst.: Statistisk sentralyrå (Central Bureau of Statistics), Box 8131 Dep, N-Oslo 1.

Fin.: Central Bureau of Statistics.

economics of education; system of education; Norway; educational policy; labour market; manpower need; statistical model; demography; model construction;

economie de l'education; systeme d'enseignement; Norvege; politique de l'education; marche de travail; besoin de main d'oeuvre; modele statistique; demographie; construction de modele;

The aim of the study is long-term projections of the educational background of the Norwegian population, and with simulation of the flow of people through the educational system, ending up with the population distributed by sex, age (one-year groups) and the highest education attained. Within this framework: to analyse educational behaviour; to simulate consequences of policy decisions concerning the labour market and the educational system. The model is of Markov-chain type (Thonstad - Stone), with states based on educational level (ongoing or completed).

The main statistical base is current, individual-based educational statistics, covering all courses with a duration of 300 hours or more. From the base-period of 1970-71 where the population census was also used, the educational statistics allow current up-dating of the most important transition rates.

The results will be projections to year 2000 of the educational background of the population with distribution by sex and age, based on new entrants (from a population projection), prolonged trends in the transition rates and checks of the number of pupils and students against public plans for the educational system. This will give rise to alternative solutions, according to different assumptions as to the future development of the transition rates and number of pupils and students.

Publ.: Hernæs, Erik: Utdanningsstatistikk og framskrivninger 1970-1990, Oslo: Statistisk sentralbyrå, 1976, 65 p.

Hernæs, Erik: Projections of the educational background of the population, Oslo: Statistisk sentralbyrå, 1979.

2437601

Kommunaløkonomisk studium av kostnadsstrukturen i den norske grunnskolen. ((Presentation and analysis of the cost structure of Norwegian primary schools.)

NO o 1975- 24300 x 11300

Jensen, Bjarne; Omland, Kjell;

Inst.: Agder distriktshøgskole (Agder Regional College), Box 607, N-4601 Kristiansand.

Fin.: Ministry of Church and Education

primary school; Norway; economics of education; economic factor; local finance; cost of education; resource allocation;

ecole primaire; Norvege; economie de l'education; facteur economique; finances locales; cout de l'education; affectation des ressources;

The aims of the study are (1) to present an analysis of the distribution of costs for primary schools in Norway. What sort of resources are used (personnel, teaching aids, etc.)? Past developments and differences between various groups of municipalities. (2) To find which factors influence the use of resources and analyse how these factors influence the costs.

The analysis is carried out by classifying the municipalities into groups on the basis of the importance of those factors which are thought to influence the cost structure and to compare the cost structure of the different groups. The data are collected by questionnaires sent to all Norwegian municipalities and from public statistics.

2437801

Skolebygg - Investering og drift. (Schoolbuildings - Initial cost, design and cost in use.)

NO C 1977-1979 24300 x 11100 x 21100

Hegli, Bjørn; Onsrud, Ingolf;

Granum, Hans; (sup.)

Inst.: SINTEF - Selskapet for industriell og teknisk forskning ved Norges tekniske høgskole (The Foundation for Scientific and Industrial Research at the University of Trondheim), N-7034 Trondheim.

University of Trondheim

Fin.: Ministry of Church and Education

primary school; school; building; planning; economics of education; resource allocation; cost; expenditure; cost analysis; investment;

ecole primaire; ecole; batiment; planification; economie de l'education; affectation des ressources; cout; depense; analyse de cout; investissement;

The cost in use is at present only marginally taken into consideration at the planning stage. This is mainly due to the lack of data and methods. The main aim of this project is to develop practical methods for analysing planning consequences.

That is:

- to find the most important costs in use and how they are influenced by the planning decisions and by the management of the building.
- to analyse the consequences of the most important functional performance.
- to develop methods of registering data, and
- to propose methods of conveying relevant information to the users.

Data from four primary schools in two different municipalities has been collected and analysed. In addition results from other investigations has been used.

The project shows which factors influence cost in use, and it gives preference to various ways of achieving the following:

- a reduction of the cost in use of 10-30%, i.e. 100 - 300 mill. NOK just for primary schools in Norway.
- an improvement of school-building design, constructions, detailing and use of materials with regard to the activities of the school.

2517602

Kartlegging av barnekultur og barnekulturelle fenomener. (Research on the culture of children and phenomenas connected with it.)

NO o 1970- 25100 x 10300 x 17600

Norås, Thor Gunnar;

Inst.: Kulturgruppene i Stavanger (The cultural groups in Stavanger), Box 4031 Tasta, N-4001 Stavanger.

Fin.: Ministry of Consumer Affairs and Government Administration

cultural heritage; cultural change; cultural crisis; social structure; socio-cultural activities; socially handicapped; deprived; personality development;

heritage culturel; changement culturel; crise culturel; structure sociale; activites socio-culturelles; handicap social; defavorise; developpement de la personnalite;

The main purpose is to study how children's culture is transported, the passing of the border of cultural extinction, the growth of socioculturally deprived children as a result of social or cultural isolation. Due to several factors like mobility, changes in the structure of societies etc., children tend to be less able to connect themselves to the general cultural network, thus disabling themselves from using networks which could have provided resources needed to establish them as harmonious human beings.

The hypothesis is that exposed to children in intense play, inactive children are influenced through four steps: 1. Attracting, 2. Registration, 3. Practicing the activity, and 4. Exposure. The exposure will in turn have a model-effect on other children.

Children are gathered in 15 culture-group centres, one in each of 15 different areas of Stavanger, and with different housing facilities. The children can here form natural cultural patterns and make their own structures according to age, sex and need. It has been decided to increase the number of centres in the future.

Though not empirically verified, there are strong indications that this method can break down barriers between children in kindergartens, children in "street and playground" and children in the first classes of primary school, giving them all an equal chance to learn network-technology, prevent injuries inflicted from social or cultural isolation, and give a smoother transference from situation to situation - preventing cultural shocks.

Concerning handicapped children, there seems to be empirical evidence on the model-effect. Another finding is that children in general have an activity level of one third of their real capacity. One of the reasons behind this is that children often are inactive due to bad educational methods in nurseries or schools, or it is the result of insufficient contact with other children and adults.

Publ.: Norås, Thor G.: Jeg og kulturen min. Stavanger 1973, 110 p.

Norås, Thor G.: Barnet i liv og lek. Barnekultur i en brytningstid. Stavanger 1976, 127 p.

Kulturgruppene for barn. Rapport fra driftsåret 1980-81. Stavanger: Fritidskontoret 1981.

2517801

Klasseforskjeller i jenters forhold til utdanning, yrke og familie. (Social class differencies in girls' relations to education, work and family.)

NO o 1977- 25100 x 18100 x 16100

Ve, Hildur;

Inst.: Sosiologisk institutt (Institute of sociology), Christiesgt. 15-19, N-5014 Bergen University.

Fin.: The Norwegian Research Council for Science and the Humanities.

socialization; motivation for studies; choice of studies; occupational choice; occupational aspiration; sex difference; social class; working class; educational aspiration);

socialisation; motivation pour les etudes; choix des etudes; choix d'une profession; aspirations professionnelles; difference de sexe; classe sociale; classe ouvriere;

Various types of Norwegian research data show that working-class girls do not get the same amount of general education as do girls from other classes, and not the same amount of vocational training as working-class boys. The increase in the number of married women in the work force is greater for women of middle-class background than for working-class women. Married working-class women working outside the home do not identify with their job in the same way as women from other classes do.

The aim of the project is to understand better the type of socialization patterns that help to create these differences, and to develop concepts that are more sex- and class-specific than the ones hitherto in educational research on socialization.

The hypotheses are: (1) Working-class girls are regarded less as individuals than boys in their own class and boys and girls of different social class background. (2) Their close relatives and friends consider them more in their roles (i.e. as daughters, girl friends, future wives) than as individuals. (3) Their plans for education and work outside the home are less clear and have a shorter time perspective than those of girls from other classes.

50 girls with working-class and middle-class background aged 16-17 years, and their mothers are being interviewed.

Publ.: Holter, H., Ve Henriksen, H., Gjertsen, A. and Hjort, H.: Familien i klassesamfunnet. Oslo: Pax, 1975.

Ve Henriksen, H.: Klasseforskjeller i sosialisering og reproduksjon av arbeidskraften. Oslo: Sosiologisk institutt, 1975.

Ve Henriksen, H.: Forsømte faser i studiet av barn. In: Barns vilkår i Norge. Oslo:INAS, 1973.

Ve Henriksen, H.: Barnet i familien - en konsekvens av maktforholdene i samfunnets økonomiske struktur. Praxis, 1976:6.

Ve Henriksen, H. and Holter, H.: On Tony Manocchio and William Petitt: "Families under Stress. A Psychological Interpretation", Acta Sociologica, 19, 1976:4.

Ve Henriksen, H.: Klasseforskjeller i sosialisering, "Myter og virkelighet". Kontrast, 1976:5.

Ve, H.: Hvordan samfunnet former oss. Om begrepet sosialisering. Noen trekk fra teori og forskning. Forskningsnytt, 1976:3.

Ve, H.: Samfunnet og arbeiderklassen. Parsons syn på arbeidernes situasjon i lys av marxistisk teori. Oslo:

Universitetsforlaget, 1977.

Ve, H.: Sosialisering, kjønn og klasse. In: Kvinnesosiologi, Oslo: Pax, 1977.

2517802

Integrasjon arbeide og læring. (The development of an educational programme to integrate work and theoretical learning.)

NO o 1978-1979 25100 x 17200 x 12500

Mellin-Olsen, Stieg;

Inst.: Bergen pedagogiske høgskole (Bergen college of education), Landåssvingen 15, N-5000 Bergen.

social class; social handicap; working class; communication; language barrier; integrated curriculum; learning; transfer of learning; labour; mathematics; didactics; teaching method; teacher education;

classe sociale; handicap social; classe ouvriere; communication; barriere des langues; programme d'etudes integre; acquisition de connaissances; transfert pedagogique; travail; mathematiques; didactique; methode pedagogique; formation des enseignants;

The aim of the project was to fascilitate learning for children with working-class background. The content of the educational programme utilized the specific knowledge, language and background among working-class children.

To develop educational practice, teachers from primary schools, lower secondary schools and special schools took part in the project.

The experiences from the project have shown that nearly all of the mathematical subjects in primary school can be taught from common work experiences. This has been further developed in teacher education, where the students are using the same principles and extend the methods, based on their own practical experience.

2517901

Kvinnehistorie i lærebøkene og i forskningen. (Women's history in school textbooks and in historical research.)

NO O 1980-1982 25100 x 12600 x 14100

Vogt, Sidsel;

Seip, Anne Lise; (sup.)

Inst.: Historisk institutt (Department of history), Blindern, N-Oslo 3.

University of Oslo

Fin.: Ministry of Church and Education

sexism; social discrimination; history; social change; textbook; women's profession; women's work;

sexisme; discrimination sociale; histoire; changement social; manuel d'enseignement; profession feminine; travail des femmes;

The National Curriculum Plan includes guidelines for teaching materials, textbooks and teaching, and where the principles of sex equality and elimination of sexist assumptions from textbooks are stressed. The aims of this project are (1) analysis of the image and presentation of women in history books written or revised after 1974 (implementation of the National Curriculum Plan). The historical period under study is mainly 1750-1920, and concentrated to England and France. (2) A survey of historical research literature used by publishers, authors of textbooks and teachers of history as source books and for additional information for pupils studying women's history.

An analysis of Norwegian textbooks for primary and secondary education will be compared with historical literature (historical research, recent and established), focussing on women's lives, work and opportunities for work in the period of industrialization in England and France.

Publ.: Moum, Sidsel Vogt: Kvinnfolkarbeid. Kvinners kår og status i Norge 1875-1910. Oslo: Universitetsforlaget 1981.

2517902

Utdanning og sosial bakgrunn. (Education and social background.)

NO 0 1978- 25100 x 11300 x 17800

Aamodt, Per O.;

Jeber, Arild; (sup.)

Inst.: Statistisk sentralbyrå (Central Bureau of Statistics), Box 8131 Dep., N-Oslo 1.

Fin.: Central Bureau of Statistics

sociology of education; educational opportunity; equal opportunity; recruitment; social inequality; social class; socio-economic status; choice of studies; primary school; secondary school; post-secondary education;

sociologie de l'education; chances d'education; egalite de chances; recrutement; inegalite sociale; classe sociale; statut socio-economique; choix des etudes; ecole primaire; ecole secondaire; enseignement post-secondaire;

This is a study of social selection in the Norwegian educational system, and the aim is to give a broad description of the connection between family background and educational career. It also is an aim to test whether this connection is less strong today than 20 years ago.

The research is composed by three separate studies:

- A follow-up study of all pupils who left primary school in 1974.
- Follow-up studies of all those who completed secondary school (three years study) in 1974 and 1975
- A survey of the total population between 15 and 24 years of age, with detailed information on educational activity October 1975.

The national registration number makes possible combinations of information from various statistics in the Bureau. From the population and housing census 1970, ten age cohorts (born 1951-1961) are taken out. This gives information on father's occupation, educational level etc. Family income is taken from the taxation statistics.

In spite of better possibilities of educational financing and a strong growth in recruitment to secondary and higher education, the connection between family background and educational career is still strong in Norway. The probability of going to university is seven times higher for children from the highest social group than it is for children from the lowest.

The main part of this inequality exist already in primary school, where pupils from the upper social groups obtain better results. School leavers from higher social groups are more often found in secondary schools than their peers from other strata, also when school achievement is regarded. The pattern is repeated in the transition from secondary school to higher education.

This recruitment pattern leads to clear overrepresentation of pupils from the highest social groups in secondary general and higher education. This tendency is not compensated by higher recruitment to vocational education among children from the lower social strata. An important finding is that pupils in vocational secondary schools seem to be representative of their age group as a whole.

During the last twenty years there has been more social equality in recruitment to secondary general education, but the recruitment pattern from secondary to higher education shows the opposite tendency.

Our data shows that the connection between family background and educational career is much stronger for females than for males.

2527601

Suldalsprosjektet - Eit opplegg for utdanning, arbeidsliv og kulturaktivitetar i ei bygd i sterk vekst. (Research and development concerning education, economic life and cultural activities in a district with a rapidly increasing population.)

NO o 1976- 25200 x 11600 x 11300

Fossåskaret, Erik;

Solli, Arnfinn; (sup.)

Inst.: Rogaland distriktshøgskole (Rogaland Regional College), Box 2540, Ullandhaug, N-4001 Stavanger.

Fin.: Ministry of Church and Education.

rural area; rural development; developing area; secondary education; vocational education; labour; community development; leisure; extra-curricular activities; socio-cultural activities; action research; local community; social change;

zone rurale; developpement rural; zone en developpement; enseignement secondaire; enseignement professionnel; travail; developpement des collectivites; loisir; activites hors programme; activites socio-culturelles; collectivite locale; changement sociale;

Suldal is a municipality in the county of Rogaland (two hours north of Stavanger). There was a decline in the population from approximately 4800 in 1946 to 3650 in 1971. In 1974 the construction work on a comprehensive electric power-plant (Ulla-Førre) was started. This activity will go on until 1990 and with a peak in 1980-83, when 1500-2000 workers are going to be employed there. Nearly all of them are from other regions of Norway, and they have to leave Suldal when the construction work is completed.

The aim of the project is to study the conditions of children and young people during the first part of this construction period. How can public and private institutions in the field of work, education and culture cooperate in an effort to avoid immense social and cultural problems, and furthermore develop a better community in a period of profound changes in a small local area?

The project is an action research programme with different kinds of participation. Representatives of different professions and institutions are invited to cooperate, and meetings are arranged with young people, parents and other interested. Structured and unstructured interviews with employers, employees living in hutted camps, pupils and others to collect information for further initiatives.

2527602

Rødøyprosjektet. (The Rødøy project.)

NO C 1975-1980 25200x 11300 x 27100

Setvik, Ole; Solstad, Karl Jan; Tronvoll, Olav Kvikne; Nilsen, Elisabeth; Ulriksen, Ole; Eriksen, Vigdis; Eilertsen, Tor Vidar;

Inst.: Skoledirektøren i Nordland (Director of Education, Nordland county), N-8000 BODØ.

University of Tromsø

Fin.: Ministry of Church and Education

basic education; community development; local community; rural school; primary school; lower secondary; rural area; rural development; interuniversity cooperation; organization of research; innovation; school-community relation;

education de base; developpement des collectivites; collectivite locale; ecole rurale; ecole primaire; secondaire premier cycle; zone rurale; developpement rural; cooperation inter-universites; organisation de la recherche; innovation; relation ecole-collectivite;

The aims are (1) to develop a basic education curriculum for rural areas with a scattered population and with schools organised in multi-aged classes also at the lower secondary level. The content should as far as possible reflect the local community. (2) To gain experience in educational research and innovation where several institutions (i.e. central school authorities, local school councils, schools, teacher training colleges and universities) take part in successive planning and follow-up work.

The project is a case study of one municipality (Rødøy), including all eleven school districts which at the upper stage of compulsory education used to be centralized in one. Data is based upon participant observation, interviews and questionnaires to teachers, parents and pupils, school records and tests. The developmental work has also included the design and evaluation of teaching materials suitable for multi-age teaching and materials which stress local themes and problems.

These materials will be evaluated during the last part of the project. A report based mainly on participant observation in two school districts focusing on school-community relations and varieties in socialization opportunities for pupils will soon be published.

The decentralized, multiaged model was made permanent by the end of 1980. This decision was partly made with reference to a conclusion report, giving a synthesis of the research materials which includes both educational, social and

economical aspects.

Publ.: Eilertsen, Tor Vidar: Rødøyprosjektet skoleåret 1975-76. Undervisning, samarbeide og sosiale tiltak. Vurdering av erfaringene etter ett års avviksordning. Universitetet i Tromsø, 1976.

Eilertsen, Tor Vidar: Om et skoleforsøk i utkantstrøk. Forskningsnytt, vol. 22, 1977:3, p. 25-26.

Tronvoll, Olav Kvikne: A summary of information on the development of the Rødøy project. Rødøy 1980.

Fem år med fådelte 1-9 skoler i Rødøy. Erfaringer og tilrådinger. Rødøy 1980.

2527603

Lokalsamfunnet i skolen. (The local community in school.)

NO o 1976- 25200 x 11300 x 12100

Aleksandersen, Isak;

Inst.: Skoledirektøren i Finnmark (Director of Education, Finnmark county), N-9800 VADSØ.

Fin.: Ministry of Church and Education and Director of Education, Finnmark county.

local community; rural area; rural school; primary education; teaching aids; curriculum; action research; decentralization; basic education; textbook; community development; local studies; school-community relation;

collectivite locale; zone rurale; ecole rurale; enseignement primaire; moyens d'enseignement; programme d'etudes; recherche action; decentralisation; education de base; manuel d'enseignement; developpement des collectivites; etudes locales; relation ecole-collectivite;

In the county of Finnmark there have been very little contact between the school and the taechers on the one hand and the local communities on the other. Due to the fact that curricula, textbooks and teaching materials in general often have little relevance to the special conditions in the county of Finnmark (northern part of Norway), a need was felt to change this situation. The teachers are often from other parts of the country and do not know these conditions. The general aim of the project is to develop a school and a staff that in curricula, organization, administration and methods serves and reflects more of the local life and culture.

Innovation groups are established where teachers and representatives from the local communities cooperate in developing curricula, teaching material, textbooks, educational programmes etc., reflecting and integrating the different local resources. Textbooks, slide-series and

tape-recordings on local history, fishing, whaling, trade and commerce, geology, traditions, nature conservation etc. are developed both locally and at the county's school administration. In addition, dissemination of ideas from the project to regions and counties in other parts of Norway have been an extension of the project activity.

Publ.: Aleksandersen, Isak: Lokalsamfunnet i skolen, Skoledirektøren i Finnmark, Vadsø, 1977, 17p. + app.

2527801

Funksjonshemming, lokalmiljø og skole. (Handicap, local community and school.)

NO C 1977-1980 25200 x 25100 x 18400

Nergård, Jens-Ivar;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

Fin.: Ministry of Church and Education

local community; school-community relation; cultural environment; social environment; achievement; failure; handicap; identity;

collectivite locale; relation ecole-collectivite; milieu culturel; milieu social; rendement; echec; handicap; identite;

The project aimed at a description of the complex of causes behind failure in school. A central idea was that children's local environment is a significant factor concerning achievement at school, due to the fact that the experiences from the local environment often is in conflict with what the school is expecting. If this discrepancy has an effect upon failure at school, it may be seen as a cultural conflict or cultural problem rather than problems created by intellectual inability or learning difficulties.

Different environments, urban and rural, are represented in the material, often in the form of case descriptions. The methods used were mainly questionnaires and participant observation.

In cases where the differences between the school and their home environment are remarkable, the children experienced an identity conflict. In most cases they had an inadequate adaptation both to the school and their local environment. If they adapted to one of these environments, they achieved at the same time incompetency concerning the other. Youth unrest seemed to be correlated with lack of competency concerning both school and home environment.

Publ.: Nergård, Jens-Ivar: Identitet, samfunn og skole. University of Tromsø, 1977.

Nergård, Jens-Ivar: Fragments of a general theory of deviance. University of Tromsø, 1978.

Nergård, Jens Ivar: Virksomhet, konvensjonalitet og menneske. University of Tromsø, 1980.

2527802

Sosiale sider ved eksisterende tilnærming mellom skole og lokalsamfunn i en del kommuner i Nordland. (Social differences when school and local communities cooperate; three communes in northern Norway.)

NO o 1978- 25200 x 25100

Ytreberg, Øyvin;

Inst.: Institutt for samfunnsvitenskap (Institute of Social Sciences), Universitetet i Tromsø, Box 1040, N-9001 Tromsø.

Fin.: Ministry of Church and Education

local community; school-community relation; social class; social inequality; equal opportunity;

collectivite locale; relation ecole-collectivite; classe sociale; inegalite sociale; egalite de chances;

In periods of economical crisis, there is no need for or possibility to motivate and qualify youth from smaller communes to towns. The ideology shifts from "likeness" to "equal worth", and populistic educational research and innovation is hiding social class differences. Why does this happen, and how is the development?

The sample comprises pupils, teachers, school administrators, parents, workers and businessmen in three communes in northern Norway.

The methods used are surveys, interviews, participant observation, economical analysis etc.

2537901

Bidrar utdanning til økt likestilling mellom kjønnene i arbeidslivet? (Does education contribute to increased equality between the sexes in the labour market?)

NO 0 1979- 25300 x 11600 x 25100

Brandt, Ellen;

Larsen, Knut Arild; (sup.) Kobberstad, Tor; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Church and Education

woman; women's education; women's profession; women's employment; women's work; sex difference; sexism; recruitment; vocational education; graduate; university studies;

femme; education des femmes; profession feminine; emploi des femmes; travail des femmes; difference de sexe; sexisme; recrutement; enseignement professionnel; etudiant diplome; etudes universitaires;

Has the Norwegian educational system on different levels become less sex-segregated during the 1960's and 70's? Which "female" courses have boys entered, and which "male" courses have girls entered? What are the future prospects in the labour market (getting a job, wages, craft or industry, new technology etc.)?

The study is based on information from different sources: Statistics of female and male university graduates yearly 1890-1979, statistics of female and male graduates from professional and vocational education yearly 1950-1979, female and male university graduates distributed among occupation, based on surveys through the 70's.

Methods used are time series of percentage women yearly among graduates from university, professional and vocational education and interviews with employers' associations and unions about girls entering the trade, labour market and wages.

The percentage women has increased in most fields of education in the 1970's in Norway. Vocational education is more sex-segregated than professional and university education. Girls are still less than five percent in education for mechanical, electrical and construction trades - it is difficult for them to get an apprenticeship or a job. Girls have entered the esthetical crafts like carpenter and printer (20%). Boys have not entered "female" vocational education, only professional education like nursing (15%). In law, medicine and most other university subjects 20-30 percent are now women of the graduates. Fewer women study engineering, economy and political science, i.e. education for leaders.

Publ.: Brandt, Ellen: Jentelinjer og guttelinjer ved verkstedskolene. Videregående opplæring, 1980:5, p. 16-24.

Brandt, Ellen: Jenter i videregående utdanning i 1970-årene. Pedagogen, 1981:3-4.

Brandt, Ellen: Historisk tilbakeblikk på kvinneandelen ved NTH og kvinnelige sivilingeniørers karriere. In: Halgunset, J.: Åttiårenes sivilingeniørutdanning. Trondheim: Institutt for industriell miljøforskning, 1980, p. 56-68.

Brandt, Ellen: Kvinner fra universiteter og høgskoler 1890-1979. Oslo: NAVF's utredningsinstitutt, 1981.

2557801

Arbeidsmarknaden eit halvt år etter eksamen. Kandidatar uteksaminert frå universitet og høgskolar i vårsemesteret. (The employment situation half a year after graduation. Graduates from universities and colleges spring term.)

NO o 1972- 25500 x 17800 x 11300

Skårberg, Kristi; Hæreid, Ole-Christen;

Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: The Norwegian Research Council for Science and the Humanities

higher education; university studies; occupational choice; labour market; occupational mobility; employment; unemployment; transition from school to work; occupational research;

enseignement superieur; etudes universitaires; choix d'une profession; marche du travail; mobilite professionnelle; emploi; chomage; passage a la vie active; recherche relative aux professions;

The aim of the study is to investigate how different categories of recent graduates have adjusted themselves to the labour market situation after graduation. The investigation is being repeated annually and aims to provide up to date information about the labour market situation for recent graduates. It is also intended to serve as a basis for further research into problems connected with the transition from being a student to finding employment.

From 1972 to 1976 the investigation was carried out twice a year. It included all graduates from the spring term and autumn term respectively from universities and regional colleges. The graduates were approached half a year after graduation. Since 1976 only graduates from the spring term have been considered. Graduates in theology, medicine and dentistry are not covered in these surveys. The method used is mailed questionnaires.

For graduates from the spring 1974 a follow-up investigation was carried out 3 years after graduation.

The half year investigations supply information on the occupation of various categories of graduates, where they work and starting salary, whether they consider their education to be relevant to the work they are doing, and how they consider

the labour market situation generally for graduates in their own field. The follow-up investigation provides information on increase in employment rate, salary increase and mobility.

Of a total of 2252 graduates in 1979, 58.7% were in paid employment six months later. The employment rate for graduates with a higher degree was 76.7%, but this rate varied considerably depending upon type of degree. Nearly two thirds of the graduates with a lower degree continued their studies, most of them working towards a higher degree. A further 26.6% were employed. Of all graduates from the spring term 1979, 10.6% were without a job relevant to their education. For graduates with a higher degree the highest proportion without a relevant job is found among law graduates, 12.6%. Only 2.7% of science graduates were without relevant jobs.

Publ.: Skårberg, Kirsti: Arbeidsmarkedet for nye akademikere våren 1976, Melding 1977:1, NAVF's utredningsinstitutt, Oslo 1977, 54p.

Skårberg, Kirsti: Arbeidsmarkedet for nye akademikere høsten 1976, Melding 1977:4, NAVF's utredningsinstitutt, Oslo 1977, 62p.

Tamsfoss, Steinar and Skårberg, Kristi: Arbeidsmarkedet 3 år etter eksamen for akademikere fra vårkullet 1974, Melding 1978:3, NAVF's utredningsinstitutt, Oslo 1978, 108p.

Skårberg, Kristi: Arbeidsmarkedet et halvt år etter eksamen, Melding 1978:5, NAVF's utredningsinstitutt, Oslo 1978, 71 p.

Skårberg, Kristi: Arbeidsmarkedet et halvt år etter eksamen, Melding 1979:3, NAVF's utredningsinstitutt, Oslo 1979, 62 p.

Hæreid, Ole-Christen: Arbeidsmarknaden eit halvt år etter eksamen, Melding 1980:3, NAVF's utredningsinstitutt, Oslo 1980, 124 p.

2557901

Etterspørsel etter og tilgang på ulike typer personell innen sosialsektoren fram til år 2000. (Demand for and supply of certain categories of personnel within the social services towards year 2000.)

NO C 1978-1980 25500 x 25700 x 16100

Tamsfoss, Steinar;

Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Social Affairs

labour market; manpower need; employment opportunities; recruitment; occupational choice; social service; social worker;

marche du travail; besoin de main d'oeuvre; chances d'obtenir un emploi; recrutement; choix d'une profession; service social; travailleur social;

The public social sector in Norway consists of 20 various services within social administration, child and adolescence care, care of alcoholics and services for the aged. The aim of the project was to analyse personnel demand under alternative assumptions of future growth. This is compared to supply forecasts for certain educational categories relevant for the social sector.

Various sources of data have been used, mainly official statistics.

One the one hand the demand for personnel at a future year has been forecasted if assumptions of alternative growth rates are fulfilled. On the supply side, the total stock of certain educational categories at a future year if capacity for education remains at 1980 level.

The results are (1) that a strong population growth among aged (67+) imply a steady growth of personnel in services for the aged to avoid reduction of standards, and (2) overcapacity in education of social workers and nursing assistants. Undercapacity in the education and training of nurses.

Publ.: Sosialpersonell fram til år 2000. Regneeksempler for tilbud og etterspørsel. Oslo: NAVF's utredningsinstitutt 1981:2.

2557902

System for rullerende etterspørselsprognoser for ulike typer utdannet arbeidskraft. (A system for running forecasts for the demand for different types of educated manpower.)

NO 0 1980-1983 25500 x 27300 x 24200

Haram, Øystein;

Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Municipal Affairs and Labour and Council for Research for Societal Planning

economic conditions; economic development; employment; employment policy; forecasting;

conditions economique; developpement economique; emploi; politique de l'emploi; prevision;

Securing full employment without too high inflation will be a task of major importance to Norwegian employment policy in the years to come. Decisions on educational policy also require better background information. The aim of this project is to develop a system for running forecasts for the demand for different types of educated personnel. The system will consist of routines for collecting the necessary information, a software programme for forecasts and a manual for potential users of the system.

The software programme will mainly consist of demand functions where the users have to determine possibilities of substitutions and relative wages for different kinds of personnel.

2557903

Utdanning, kvalifikasjonskrav og jobbinnhold i offentlige etater. (Educational background, requirements to qualifications and job content in public services in Norway.)

NO 0 1980-1983 25500 x 10200 x 16200

Brandt, Ellen;

Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Ministry of Municipal Affairs and Labour and Council for Research for Societal Planning

qualification; level of qualification; job requirements; labour market; manpower need; openings; employment policy; unemployment; graduate; academic degree; civil service; public administration;

qualification; niveau de qualification; qualification requise pour l'emploi; marche du travail; besoin de main d'oeuvre; debouches; politique de l'emploi; chomage; etudiant diplome; grade universitaire; fonction publique; administration publique;

Norwegian prognosis indicate that the growth in the number of positions traditionally filled by university graduates will be considerably smaller than the growth in the number of graduates. The relevant questions are whether university graduates will apply for new types of jobs, and whether they are preferred by the employers. In this project we will determine the extent to which university graduates have entered different public services in the 1960's and 1970's. Public services have had internal labour markets, university graduates will perhaps diminish the promotion chances for other employees.

Different public services with special emphasis on those offereing internal educational programmes are included in the sample.

The first stage of the project is an extensive registration of educational background and other qualifications of employees in most public services. Data from the central register of public employees, employee statistics in different public services and questionnaires.

In the second stage the work is concentrated on case studies of some public services based on interviews with administrative managers, union representatives and a sample of employees with different educational background. We will study appointment policies including qualifications requirements, promotion and turn over, relevant role models and possible change in job content.

2557904

Virkninger for norsk industri av økt etterspørsel etter teknisk personell til oljesektoren. (Impacts on Norwegian manufacturing industry of increasing demand for personnel to the oil-related industry.)

1980- 25500 x 12900 x 20400

Holm ,Tore;

Inst.: Industriøkonomisk institutt (Institute of Industrial Economics), Breiviken 2, N-5000 Bergen.

Fin.: The Royal Norwegian Council for Scientific and Industrial Research

labour market; manpower need; labour shortage; industry; technical personnel; technician; engineer;

marche du travail; besoin de main d'oeuvre; penurie de main d'oeuvre; industrie; personnel technique; technicien; ingenieur;

The aim of the study is to evaluate the effects upon Norwegian onshore industry from the developing offshore-related industry. The emphasis is put on how different types of qualified technical personnel will be channelled to different

branches of the industry in the future.

340 industrial enterprises in three counties are studied, together with time series of movements of 24000 engineers in the period 1967-80.

Publ.: Holm, Tore & Strandenes, Inge: Virkninger for norsk industri av økt etterspørsel etter teknisk personell til oljesektoren. Bergen: Industriøkonomisk institutt, 1981.

2557905

Lønnsutvikling og etterspørsel etter ulike typer arbeidskraft. (Wage development and demand for different types of labour.)

NO 0 1980- 25500 x 23300 x 27300

Eriksen, Knut;

Kobberstad, Tor; (sup.) Larsen, Knut Arild; (sup.)

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

manpower need; planning; national planning; forecasting; planning of education; educational need; mathematical model; income; model construction;

besoin de main d'oeuvre; planification; planification nationale; prevision; planification de l'education; besoin d'education; modele mathematique; revenu; construction de modele;

The background of the study is the need for better forecasts for different types of educated labour, especially to get a better correspondence between such forecats and macroeconomic models for governmental planning.

The methods used are experiments with different kinds of production, functions with three types of labour in a macroeconomic model (ENOR) similar to the one used in governmental planning.

A test of the effects of different mathematical formulations and different values of parameters concerning the substitutability between different types of labour. The greater the substitutability of labour, the greater the effects of the demand for labour and the other variables of the models.

Publ.: Eriksen, K. & Kjølberg, T.: Lønnsutvikling og etterspørsel etter ulike typer arbeidskraft. Oslo: NAVF's utredningsinstitutt, 1981.

2557906

Utdanning og arbeidsmarked mot år 2000. (Educational qualifications and the labour market towards year 2000.)

NO 0 1980- 25500 x 27300 x 16200

Hernæs, Erik; Larsen, Knut Arild; Bie, Karen Nossum;

Inst.: Norges allmennvitenskapelige forskningsråd - Utredningsinstituttet (The Institute for Studies in Research and Higher Education), Wergelandsveien 15, N-Oslo 1

Norges allmennvitenskapelige forskningsråd (The Norwegian Research Council for Science and the Humanities), Munthesgt. 29, N-Oslo 2

Fin.: Council for Research for Societal Planning

labour market; manpower need; employment opportunities; forecasting; qualification; level of qualification; economic development; employment policy;

marche du travail; besoin de main d'oeuvre; chances d'obtenir un emploi; prevision; qualification; niveau de qualification; developpement economique; politique de l'emploi;

Labour market conditions will change considerably in the years to come. The number of jobs in industry will be reduced while the services and public sector will be growing. At the same time the educational level in the population as a whole is increasing. This study looks at the supply and demand for different types of educated personnel towards year 2000 while taking into account long-term developments within the Norwegian economy.

The available educational and employment statistics, together with the population census will be utilized in available economic models.

Owing to data problems earlier studies have indicated a considerable over-production of university graduates for the Norwegian labour market. As a main conclusion the present study emphasizes that this mismatch has been overrated. A general over-production of academics is unlikely to take place.

2577601

Sosio- og mentalhygieniske problemer hos unge i Vest-Norge, Vest-Danmark og Island. (Social behaviour and problems of youth in Norway, Denmark and Iceland. A comparative study.)

NO o 1974- 25700 x 16300 x 17700

Befring, Edvard; Damsgaard, Bjørn; Sørensen, Peter Mølle:;

Inst.: Statens spesiallærerhøgskole (The Norwegian Postgraduate College of Special Education), Granåsen 4, N-1347 Hosle

Fin.: Ministry of Church and Education

youth; youth attitude; teacher-pupil relation; leisure; social adjustment; emotional adjustment; sex; sexual ethics; narcotic; religion; Denmark; Iceland; Norway; comparative analysis;

jeunesse; attitude de la jeunesse; relation maitre-eleve; loisir; adaptation sociale; adaptation affective; sexe; ethique sexuelle; stupefiant; religion; Danemark; Islande; Norvege; analyse comparative;

Background and aims of the project are (a) to analyse main characteristics of behaviour, opinions and attitudes of youth in relation to family-life, school, leisure-time activities, church, sex, different drugs etc. (b) To study relations between empirical indicators of social and emotional problems, and a lot of educational and social variables. (c) To perform comparative analysis between "youth-characteristics" in three countries.

The project is performed as a questionnaire study of youth in secondary schools (13-15 years of age), and teacher ratings of the same pupils. The total sample comprises 2010 pupils (Norway 910, Denmark 650 and Iceland 1450).

Publ. from the study of youth in Denmark:

Agervold, M.: Arbejdskvalitet. En analyse af selve arbejdets betydning på baggrund af en undersøgelse af unges arbejdsforventninger, Aarhus: Psykologisk institut 1977.

Agervold, M.: Erhvervsønsker - erhvervsmuligheder, Nordisk Psykologi, vol. 29 , 1977:4, p. 257-268.

Allbjørk, H.: Ungdom og kriser, Aarhus: Psykologisk institut, 1976.

Befring, E.: Vold i skolen, Uddannelse, vol. 9 , 1976, p. 129-139.

Damsgaard, B.: Præliminær rapport om mentalhygiejniske problemer, Aarhus: Psykologisk institut, 1975.

Frederiksen, V.: Fritid - en symptomarena, Aarhus: Psykologisk institut, 1976.

Frederiksen, V. and Sørensen, P.M.: Ungdom, uddannelse og fritid, København: Munksgaard, 1978.

Hessellund, H.: Sociosexuelle erfaringer hos skoleungdom, Aalborg: Aalborg Universitetscenter, 1977.

Hessellund, H.: Aspekter af trivsel og præstation i skolen, Skolepsykologi, vol. 14 , 1977:4, p.245-336.

Jespersen, E.: Unges forhold til idræt. Aarhus: Psykologisk institut, 1978.

Kofoed, L.: Brug af alkohol, Aarhus: Psykologisk institut, 1976.

Larsen, J.: Ungdom og kriminalitet, Aarhus: Psykologisk institut, 1976.

Pedersen, J. R.: Mobning, Aarhus:Psykologisk institut, 1976.

Sørensen, P. M.: De 14-åriges fritid i Midtjylland, Aarhus: Psykologisk institut, 1976.

Publ. from the study of youth in Norway:

Befring, E.: Status- og perspektivrapport fra prosjektet Ungdom i en vestlandsregion, Aarhus: Psykologisk institut, 1974.

Damsgaard, B.: Ungdomsopprøret i et sosialpedagogisk perspektiv, Oslo: Pedagogisk forskningsinstitutt, 1974.

Lødemel, M., Osnes, H. and Otnæs, J. O.: Ei gransking av 15-åringar sine planar for utdanning, yrke og busetting, Oslo: Pedagogisk forskningsinstitutt, 1976.

Publ. from the study of youth in Iceland:

Gustafsson, J.: Ansatser til en analyse af nogle aspekter af den islandske familie og de unge i Reykjavik, Aarhus: Psykologisk institut, 1977.

Jonasson, P.: Ungdomskriminalitet i Reykjavik, Aarhus: Psykologisk institut, 1978.

Ragnarsson, A.: Tabere i skolen = social skævhed, Aarhus: Psykologisk institut, 1978.

Sigurgestsson, A.: Ungdom og seksualitet, Aarhus: Psykologisk institut, 1977.

2577801

Prosjektet "Kommunal fritid" - en undersøkelse omkring barne- og ungdomsarbeid i offentlig regi. (The "Kommunal fritid" project - an examination of public activities for children and youth under municipal direction in Norway.)

NO C 1977-1980 25700 x 11600 x 15500

Heyerdahl, Jens Petter; Lie, Suzanne Stiver; Billing, Greta; Viken, Arvid; Gravaas, Steinar; Kolstad, Helge;

Inst.: Statens ungdoms- og idrettskontor (State Office for Youth and Sport), Box 8172 Dep., N-Oslo 1

Fin.: Ministry of Church and Education

cultural activities; youth; urban youth; youth club; youth policy; community centre; local community; socio-cultural activities; leisure;

activites culturelles; jeunesse; jeunesse urbaine; club de jeunes; politique de la jeunesse; centre communautaire; collectivite locale; activites socio-culturelles; loisir;

The project was a socio-cultural study of municipal youth activity centres (i.e. activity centres for the young who do not fully take part in traditional cultural activities). It includes a study of the national extent, as well as local structure, management, finance and organization. The project also includes the analysis of goals and objects, official and different private expectations to municipal youth activity centres.

Phase one was a survey directed to all municipalities registering extent of municipal youth activity centres.

In phase two of the project questionnaires were sent to all municipalities with established youth activity centres: 1) The municipal board of cultural affairs (political body); 2) The administration of cultural affairs; and 3) The staff in charge of local municipal youth activity centres.

Phase three was personal interviews with parents, young people, social workers and "culture-workers" in selected areas and cities.

The final report also includes a summary in English (p. 170-185).

Publ.: Heyerdahl, Jens Petter: Den stygge andungen. Rapport fra prosjekt "kommunal fritid" - en undersøkelse omkring barne- og ungdomsarbeid i offentlig regi. Oslo: KUD 1979. ISBN 82-583-0004-0.

2647901

Ungdom, religion og identitet. En undersøkelse blant 15-åringer i ulike oppvekstmiljø. (Youth, religion and identity. An investigation among fifteen-years old youth in different social settings.)

NO C 1977-1980 26400 x 17700 x 25100

Hauge, Trond Eiliv;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

religion; christianity; religious affiliation; religious behaviour; personality; attitude; identity; youth; cultural environment; social environment;

religion; christianisme; appartenance confessionnelle; comportement religieux; personnalite; attitude; identite; jeunesse; milieu cultural; milieu social;

Description of religious practice and attitudes among Norwegian youth. Analysis of the effects of church confirmation programmes on youth' religious attitudes.

2300 fiften years old youth from different parts of Norway has been studied by survey methods.

Publ.: Hauge, Trond Eiliv: Ungdom, religion og identitet. Trondheim: Pedagogisk institutt 1981.

2647902

Religion og sosialisering (ReSo-prosjektet). (Religion and socialization.)

NO O 1980-1983 26400 x 25100 x 10100

Winsnes, Ole Gunnar; Monstad, Bjørn Jan;

Asheim, Ivar; (sup.) Hartman, Sven G.; (sup.) Hallen, Dag; (sup.)

Inst.: Barneverninstituttet Dronning Mauds Minne (Dronning Mauds Minne Preschool Teachers' College), Th. Owesensgt. 18, N-7000 Trondheim and Institutt for kristendomskunnskap (Department of Religious Studies), N-7055 Dragvoll - Trondheim.

University of Trondheim

Fin.: Barneverninstituttet Dronning Mauds Minne and University of Trondheim

religious affiliation; religious behaviour; christianity; socialization; family; nursery school; child; pre-school child; concept; concept formation; attitude;

appartenance confessionnelle; comportement religieux; christianisme; socialisation; famille; ecole maternelle; enfant; enfant d'age pre-scolaire; concept; formation de concept; attitude;

The intention is to evaluate the impact of family and kindergarten on the formation of religious concepts of 5-7 years old children, on their religious understanding and questions and their attitudes towards religion.

The aims of the project are: (1) a study of the religious concepts, the religious understanding, questions and attitudes held by a sample of children, (2) a study of the rearing intentions and practice with relevance for religious socialization in their families and kindergartens, and (3) a comparison of (1) and (2).

The sample comprises 20 children (10 girls and 10 boys), aged 5-7 years and with a minimum of four hours stay in kindergartens each day. In addition their mothers and pre-school teachers are defined as a separate sample.

To group the mothers according to four profiles of religiousity, questionnaires were sent to 180 mothers in the same situation as the sample.

Interviews and observation are methods to be used in the study.

Publ.: Winsnes, O.G.: Barns religiøse oppvekstmiljø. Konsekvenser for barns religiøse utvikling. Prismet, 1980:1, p. 20-27.

Monstad, B.J. & Winsnes, O.G.: ReSo-prosjektet. Notat om forprosjektering. Trondheim: Barneverninstituttet 1980.

Winsnes, O.G.: Familie og religiøs sosialisering. et teorigrunnlag for undersøkelse av familiens funksjon og betydning i sosialiseringsprosessen med særlig henblikk på den religiøse sosialisering. Trondheim: Barneverninstituttet 1981.

2737601

Allmugeskolens utvikling i Noreg 1739 -1828. (The development of the elementary school in Norway 1739 - 1828.)

NO o 1970- 27300 x 11300

Tveit, Knut;

Inst.: Pedagogisk forskningsinstitutt (Institute of Educational Research), Box 1092 Blindern, N-Oslo 3.

University of Oslo

Fin.: The Norwegian Research Council for Science and the Humanities and University of Oslo

history of education; local studies; statistical data; Norway; historical method;

histoire de l'education; etudes locales; donnees statistiques; Norvege; methode historique;

The aim is to trace the development of the elementary school in Norway in the cities and the countryside in the period 1739 - 1828. When was the school introduced in the different municipalities? How many children were in the school, what

subjects were taught and where the schools were located, in a permanent school-building or as a mobile school? The study of the teaching staff is also of interest, and variables like age, education, salary and additional occupations or functions will be described.

The sample consists of 111 municipalities in rural areas and 23 towns. Data is from school statistics and historical sources.

Publ.: Tveit, Knut: Biskop F. J. Bech og arbeidet hans for allmugeskolen og lærarutdanninga. Oslo: Universitetsforlaget, 1970, 194p.

2737801

Det norske utdanningssystem fra 1945 til 1980. (The Norwegian educational system from 1945 to 1980.)

NO o 1976- 27300 x 11100 x 26400

Telhaug, Alfred; Kjøl, Per;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

Fin.: The Norwegian Research Council for Science and the Humanities

school system; system of education; history of education; reform of education; political party;

systeme scolaire; systeme d'enseignement; histoire de l'education; reforme de l'enseignement; parti politique;

The aim was to describe the main trends in the development of the Norwegian educational system in the post-war period.

Publ.: Telhaug, Alfred Oftedal and Kjøl, Per: Det norske utdanningssystemet i tidsskrifter og dagspresse. Tidsskrift for samfunnsforskning, 1977:2.
Telhaug, Alfred Oftedal and Kjøl, Per: Norsk skolepolitikk i etterkrigstida. Skole- og utdanningspolitikken i partiprogrammene fra 1945 til 1977. Oslo: Universitetsforlaget, 1978.

2737802

Skolesoga for Gudbrandsdal. (School history of Gudbrandsdal.)

NO o 1977- 27300 x 12600 x 25100

Røger, Hallvard;

Inst.: Oppland distriktshøgskole (Oppland Regional College), Box 193, N- 2601 Lillehammer.

Fin.: The Norwegian Research Council for Science and the Humanities

history of education; local studies; local community; tradition;

histoire de l'education; etudes locales; collectivite locale; tradition;

The aim of the project is to study cultural traditions concerning education in local communities in Gudbrandsdalen.

200 elderly persons from 12 municipalities are interviewed on their own school-time experiences. Written sources are used in addition to this.

2737901

Vitskapsteoretiske problem i komparativ pedagogisk forskning. (Problems of approach to research in comparative education.)

NO 0 1980-1983 27300 x 27200 x 27100

Hole, Nils;

Inst.: Pedagogisk institutt (Institute of Education), Lade, N-7000 Trondheim.

University of Trondheim

comparative research; research method; research; methodology; theory; objectivity;

recherche comparative; methode de recherche; recherche; methodologie; theorie; objectivite;

Comparatists seem to take different things for granted when studying educational systems in other countries than their own. The project aims at clarifying points of view and research patterns in relation to the national and cultural background of research workers in the field of comparative education.

Selected reports and papers on comparative education are to be studied by conceptual and hermeneutical analysis.

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